

HOW TO GUIDE:  
IMPLEMENTING PLACE BASED LEARNING INTO THE CLASSROOM

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## Abstract

New teachers to rural Alaska may have a difficult time integrating place-based education into their classroom while still using the mandated curriculum provided by their school district. Teachers may also have a hard time relating to their students because they are new to the community and culture. There are limited resources to help teachers learn how to implement place-based education into the curriculum given. Therefore, a how-to guide would be helpful to rural Alaska teachers. This how-to guide will include: Part I. Before Instruction, Part II. Adapting Instruction, Part III. Finding Resources, and Part IV. After the Lessons: Assessments.

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## **Chapter 1**

### **Introduction and Statement of the Problem**

The turnover rate in Alaska for K-12 teachers is significant. New teachers who would like to use place-based education may struggle with where to start because many are new to the area and culture. The Alaska Teacher Placement website claims that from 2008-2012 was an average of 985 new hired teachers a year. They also stated that 90% of teachers in Alaska are white and 5% of teachers are Alaska Native or American Indian. Thus teachers who are new to the area or culture have a hard time relating to the students. There are not many Alaska Native teachers available who can relate to the students or are familiar with the local culture. Teachers often do not stay in a community long enough to get to know the culture or people. In the Alaska Dispatch News Boots (2016) reported, “Today, about 75 percent of teachers working in Alaska were hired from outside of the state, according to research by University of Alaska Anchorage's Center for Alaska Education Policy Research. Research shows that teachers hired from Outside tend to cycle through schools more quickly: Turnover rates from year to year top 30 percent in more than a few rural districts, much higher than urban Alaska districts.”

What is place-based education? Place-based education according to Sobel (2004) is the process of implementing education using local environment, historical information, culture, and integrating context for learning. Teachers can use the local community and environment to foster place-based education. The Closing the Achievement Gap report (1998) describes Environment as the Integrating Concept (EIC) as the following:

EIC-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using a school's surroundings and community as a framework within which students can construct their own learning,

guided by teachers and administrators using proven educational practices. EIC programs typically employ the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge, thinking and problem-solving skills, and basic life skills, such as cooperation and interpersonal communications (p. 1).

EIC breaks down traditional boundaries between disciplines, provides hands-on learning experiences through problem solving and project based activities, relies on teaching together, helps with individualized learning, and develops knowledge and understanding of the environment and community (Lieberman and Hoody, 1998). EIC is very similar to place-based education because they both involve project-based learning through the environment. Using EIC or place-based education greatly affects learning outcomes and has students buy in to learning.

According to Lieberman and Hoody (1998) EIC greatly improved student academic test scores. The authors looked at fourteen schools which conducted a total of thirty-nine comparative analyses. They found that students learned more effectively using this way of teaching. Students became more energized about learning and self motivated. Fourteen of the schools conducted their own studies to compare EIC schools and traditional schools. They found

Based on analysis of both comprehensive and subject-matter specific, standardized tests, all these 14 schools found that quantitative measures of achievement affirm the academic benefits of EIC-based learning. Their data indicate that most students in EIC programs earn higher grades and score better in reading, written and math--- benefits school administrators attribute to EIC approaches (p. 2).

Lieberman and Hoody further explain that 92% of the comparisons found in this study outperformed their peers in traditional schools. Using place-based education in the classroom has proven to help increase academic achievement due to improve student engagement and the

activation of connectors between new and prior knowledge. These fourteen schools conducted a total of thirty-nine comparative analyses of academic achievement using comprehensive and subject-matter specific, standardized tests and grade point averages. Thirty-six, 92 percent, of these comparisons indicate that students who have been in EIC programs academically outperform their peers in traditional programs. (p. 1). Therefore, more teachers should be implementing place-based education into the classroom.

New teachers to the community often do not have many resources in order to implement place-based education in rural Alaska. They are given the district curriculum, often told to use it with fidelity, and are typically also asked to integrate culture into the classroom. Often no resources are given to help with combining local knowledge with the district curriculum or integrating place-based education. A guide would be greatly beneficial to new teachers, telling them how to gain resources, learn about the culture and start place-based education into their new classroom in Alaska.

### **Rationale**

When I graduated from UAF with my bachelors in elementary teaching I was eager to work in rural communities in Alaska. I wanted to help make a difference in rural Alaska. I spent a year teaching full day Kindergarten in Akiachak, AK. It took a long time to gain the trust and respect of the community. Once I did, one of the elders, would come into my classroom once a week to tell traditional stories. We also went on nature walks around the community while learning about our five senses. I was looking to use the community to help build on the curriculum and to make it more relatable to the students. I also had a full day Kindergarten aide who would help translate from Yupik to English with the students and me. This helped students

to greatly improve their understanding of what was being taught. After a year of teaching I decided that I wanted to try teaching in a more urban community near the ocean.

I moved to Sequim, WA where some family friends live. I started teaching first grade there and did this for two years. I tried to implement place-based education into the classroom here but found it difficult due to curriculum restraints. I modified many of the lessons to help make them more relevant to the area. Most of my writing units were about the local history in Sequim. I also integrated learning about the local Native American tribe with our reading and writing units. At this point I regularly looked to create lessons that used place-based education. I wanted to take this to the next level and start doing more project-based learning. After two years in Washington, I decided to move back to Alaska.

I missed teaching in Alaska and I moved to Tetlin, AK. I taught a class that included kindergarten, first grade and second grade students for half the school year. I went on many walks and talked to the community members. I also joined in many of the community events including a potlatch. I had a lot of fun and was grateful that the community was so generous to share their knowledge. I was starting to be able to tweak the lessons in the curriculum to use place-based education. There was not a lot of funding to be able to do the things that the community and I wanted to implement such as taking snow machine rides out to the lake to fish for the day. I was working on getting grant money or funding through the district to be able to do this when I had to stop teaching there for health reasons. I then took a second grade position in North Pole, Alaska for the rest of the school year. I still am very passionate about using place-based education in the classroom. I do not believe I have had enough time in one community to be able to effectively implement big place-based education projects, but I learned how to make small place-based changes to the curriculum which is what I want to share in this project.

It takes a long time to be able to create connections with people in order to be able to ask them to help with teaching students about their local community. New teachers to an area may have a hard time adjusting to living in a new community. Being in a new community means creating new friendships, learning about the community, and learning about the local culture. Often teachers in rural Alaska leave the community after the first or second year of teaching. This makes it hard for community members to trust new teachers.

New teachers may have a hard time creating place-based education projects or even modifying the given lessons to be more place-based. I found that every time I moved I had to start over with creating place-based education project ideas or tweaking lessons. There are some techniques to tweaking lessons that help anyone to change any lesson to be place-based. A guide to adjusting lessons to help with integrating place-based education into the classroom would not only be beneficial to me but to other new rural Alaska teachers as well.

There are many resources for implementing place-based education in the classroom, such as the following:

- The Center for Place-based Learning and Community Engagement at [www.promiseofplace.org/curriculum\\_and\\_planning](http://www.promiseofplace.org/curriculum_and_planning)
- A Forest For Every Classroom, Promise of Place Enriching Lives Through Place Based Education located at [www.nps.gov/mabi/learn/education/forest-for-every-classroom.htm](http://www.nps.gov/mabi/learn/education/forest-for-every-classroom.htm)
- The Center of Place Based Education at Antioch University of New England ([www.antioch.edu/new-england/resources/centers-institutes/center-place-based-education/](http://www.antioch.edu/new-england/resources/centers-institutes/center-place-based-education/))

However, many of the resources do not address small rural school settings. They do not address issues such as lack of funding for projects, how to get supplies out to rural areas, and how the place-based education projects need to be adjusted according to what is there in the community. In larger communities there is often more funding and resources are more easily available. Additionally, parent involvement may or may not be the norm in rural communities.

Because cultural barriers exist between teachers and people in some community, trust is a big factor in obtaining resources or getting community members involved in the school. Other resources that are hard to find in rural Alaska are books about local culture, money for projects such as making drums, people who are willing to share information on the history of their culture, and community members who know how to make or do the things that they used to with the time and willingness to share that information with new teachers. In many of the rural communities in Alaska the language, history of the area, and cultural ways of living are being lost because many of the elders who know how to do those things have died without passing the information on to others. In many rural districts the emphasis is on learning through Westernized education and not learning through the community. These are some issues that teachers face in rural Alaska, while also struggling to implement the curriculum given by the district with fidelity.

Many districts want teachers to use place-based education and encourage them to implement it. Through professional development, teachers can gather together to learn about better teaching practices. These gatherings usually include having a professional come in to teach educators how to do something. Then it is encouraged that teachers take what they learned that day and apply it to their classroom teaching. Professional development opportunities and the resources that often accompany them are few and far between in many rural districts in

Alaska. Therefore, a how-to guide for implementing place-based education, especially as a new teacher in rural Alaska, would be extremely useful for teachers throughout Alaska. If I would have had this resource starting out in rural Alaska, I feel like I would have been more successful in implementing place-based education into my classroom.

## **Chapter 2**

### **Review of Literature**

Place-based education immerses students into the community and culture as well as helps them gain knowledge through service projects. Powers (2004) explains:

The term place-based education is often used interchangeably with a number of similar terms such as community-based learning, service-learning, environment as an integrating concept (EIC), sustainability education, and project-based learning. In each of these terms, there is intended to be, for the learner, an explicit connection between the school and the community in which the school resides. A broader hope on the part of the educators is to “tear down” school walls to that the community becomes integral to all facets of student learning--- that is, that the school is open and inviting to the community and the community welcomes student learning occurring in many dimensions (p. 17-18).

Place-based education takes subject areas and integrates the information across the curriculum and is used to create project-based teaching. The main goal of place-based education is to increase student engagement, increase academic achievement, and create good citizens. As Willems and Gonzalez-DeHass (2012) state “engaging students in activities that are consistent with environmental and sociocultural structures existing outside school walls will ensure a greater degree of parallel between school environments and real-life tasks that will facilitate students’ meaningful learning of academic subject matter” (p. 10). Place-based education also

builds a good working relationship between the school and local community. The focus is on student-centered learning rather than high stakes testing. Place-based education has been proven to help improve standardized test scores. Focusing on place-based education, learning through the local environment and fostering students curiosities help students to retain the knowledge that they gained through their projects. In *Place Based Education and Authentic Student Achievement* Sugg (2016) reports:

Crellin's secret is out. The school and its principal, Dr. Dana McCauley, regularly claim national and international plaudits for environmental education, place-based education, and character education. Headlines touting Crellin's state leading test scores are commonplace. But Crellin's stakeholders are adamant: the Crellin Way is about teaching students to think critically, learn authentically, and contribute to the community's social capital. Disadvantaged kids with over a decade of jaw-dropping test scores are merely a side-effect.

Students' interests drive what kind of service projects the school does with the community. This literature review will analyze how to integrate place-based education, evidence that place-based education is an effective way to teach and how to get community involvement to help drive student projects.

Integrating place-based education in the classroom can seem overwhelming and impossible to do. Sobel (2004), talks about this issue and how to make it less overwhelming in his article "Place-Based Education." Some strategies include professional development, attending workshops, asking other teachers, learning to write grants, having an educator serve on town committees, and show-casing the results to the community.



Having teachers and administrators get out into the community and talking with the people outside of school is important in building relationships. Casto (2016) in “Just One More Thing I Have to Do: School–Community Partnerships” explains, “Community development can occur through community service by students, development of civic responsibility, creating economies of scale for purchasing services across a small town, enhancing the vitality of a community through social and human capital development, and even through the provision of technology” (p. 142). The relationships built between the community and the school will extend into the school day allowing students to work on community projects. Partnerships can also be used as a community development tool, given the potential reciprocity of school–community linkages (Gross et al., 2015). Not only does this gain community trust in the students, but it also makes the students feel good about their accomplishments and being recognized for it.

One resource that would benefit rural Alaska teachers would be learning how to write grants to gain funding for community projects. According to Sobel, “We help teachers learn how to write grants and help them get their articles about their work into print” (p. 68). There are other ways to get funds for the community projects, such as donations and fundraisers.

Teachers should be a face in the community working along with community members, listening to community issues, and getting to know people well. Teachers should be going to board meetings and town meetings as well. Sobel explains, “One way to maintain the flow of connections between school and community and to keep teachers abreast of local issues is to have teachers and environmental educators serve on town committees” (p. 68). Those teachers that do volunteer work outside of the school in the community are also establishing great connections to community members. Once connections are made, teachers can call on

community members to help their class or the whole school with community projects. When a project is done, the students and teachers who were involved would show case their work.

Showcasing student projects that were done in the community helps other community members see their hard work. Once people see the work done around the town and how the students are helping, they may be willing to help on the next project they do. It is also a great way to allow students to be proud of what they did. By raising student morale, student achievement will go up. Students will want to work hard, engaging in learning, and retain the information better. Allowing students to be proud of what they have achieved by showcasing it to the community would benefit them greatly.

In his article “Place-Based Education: Learning to be Where We Are” Smith (2002) describes how to use place-based education, and that if you do not have these following parts, you will not be successful in implementing this style of teaching:

For place-based education to work, teachers will have to relax their reliance on academic disciplines as the primary framework for making curricular decisions, and parents will need to accept more ambiguous measures of student learning that are tied to the completion of projects that integrate rather than separate school subjects.

Smith continues to explain place-based education is a great way to teach in rural and urban schools. Many schools are going to this style of learning because of the numerous benefits that people are seeing from doing place-based education.

Place-based education can be integrated into the curriculum. Modifications to the lessons would include taking the main ideas from lessons and tweaking them to be relevant to students’ lives. Administrators that ask teachers to only teach from the text given will make it very difficult to implement place-based education into the classroom.

Place-based education can start small in the classroom and then work to bigger projects within the community. Clark (2008) in her manual “Learning to Make Choices for the Future” explains some tips for teachers who are beginning with place-based education for the first time: work with existing programs, have a flexible class schedule, take on small projects close to school, look at existing lessons done for ideas, identify already existing community relationships to build on those, and divide a big project into manageable units (Clark, 2008, p. 21). These tips can be applied to rural communities even in Alaska.

Teachers new to a rural community may feel that place-based education is impossible to implement. In Alaska, Native and/or indigenous communities are reasserting their worldview. The United States’ approach to learning is westernized and this approach is compartmentalized by subject. Alaska Natives have historically learned through a more holistic approach. A holistic approach to learning is teaching all subject areas through inquiry about students’ curiosities. Place-based education will help teachers teach in a more holistic way. According to Barnhardt (2009), “The primary vehicle for promoting pedagogy of place has been the development of curriculum materials that guide teachers to use the local environment and cultural resources as a foundation for all learning.” The Alaska Native Knowledge Network is a website where educators can put information about rural communities, put lesson plans, videos of elders speaking and share place-based projects that were done in rural Alaska. There are many projects being added to the Alaska Native Knowledge Network across the state. This initiative is just a start to implementing place-based education and revitalizing Alaska Native ways of knowing.

Place-based education in rural Alaska is being used to help children know who they are and where they come from. This is important for students to understand so that they do not feel

lost. Singleton (2015) states, “Education for sustainability, indigenous education and the planetary perspective of transformative education are related by a fundamental view of an intimate knowing of and belonging to place.” Using a holistic approach to teaching is a big part of how Alaska Native communities learn. Singleton (2015) also states, “A holistic framework from the personal perspective of head, heart, and hands is a starting point to model changes in the approach to ecological sustainability and educational reform that offers meaning and purpose to the learner.” Place-based education would weave perfectly into a holistic worldview. This would be a better academic fit for rural Alaskan students.

As a new teacher, or a teacher new to a community in Alaska, are several suggested steps that one can take to get started with place-based education. An educator can start with teaching about the local area and the history of the area. This would require the educator to learn about the area and to talk to others to gain information. According to Vinlove (2012), in order to gain this information, one might learn through community members:

Community members can be used as background sources of information for in-class investigations, they can be brought to the classroom for an interview or used as a resource, or visits can be arranged to bring the class out of the classroom to learn from the community member in his/her own situation and context. Teachers can also look for community members offering formal instruction on issues of local relevance, as a way to gain information on local history, economy, geography, and natural resources (p. 22).

Learning about the local art, history, dancing, and ways of life will impact what students can do as projects. The teacher should get to know the people and area, assessing what projects would benefit the community.

There are several place-based education projects that educators could implement to varying degrees depending on the area. One smaller scale project to get started would be having students start a recycling system for the community. Bins would be available and the students would collect them once a week, sort the materials, and then bring them to a recycling place. A larger project for high school students would be establishing a recycling system in their community. These examples give an educator an idea of what kind of projects can be done in their community. However, educators new and old are used to following given curricula wonder if it is worth doing because it involves a lot of planning. Educators are worried that if they are not teaching from the curriculum that student achievement won't improve.

Schools across the nation are achievement-driven, causing administrators to put an emphasis on test scores, curriculum, and rigor. Place-based education has been pushed by the wayside even though Dewey cited in Dworkin (1959) suggested that the best learning comes from asking the students about their curiosities. He further went on to say that learning through children's experiences and curiosities would allow them to engage in activities that are of service to and valued by those they love and respect.

Dewey cited in Dworkin (1959) stated:

I mean an imaginative vision which sees that no prescribed and ready-made scheme can possibly determine the exact subject-matter that will best promote the educative growth of every individual young person; that every new individual sets a new problem; that he calls for at least a somewhat different emphasis in subject-matter presented (p.9).

Not only did Dewey say that children best learn through their experiences and their curiosities, he also said that schools in the United States are not truly educating children. Schools are too worried about test scores than the process of actual learning. Some schools are trying to

implement what John Dewey suggested by using place-based education. Many educators still believe that what Dewey said is still true today. Educators are still striving to use place-based education and invoke critical thinking skills in students today. The United States education system continues to put an emphasis on test scores and the use of standardized testing. This is not good teaching practice because it is teaching to pass a test. Therefore, not allowing students to learn through their own curiosities and through their experiences.

Schools that are implementing place-based education are seeing improvements in overall achievement. In Sobel's (2002) article "Place-Based Education Connecting Classrooms and Communities" he explains that schools that are implementing place-based education are improving their test scores and overall achievement. Sobel stated, "School achievement improved, and students from a school previously viewed as underperforming began to be recognized by teachers at the feeder middle school for their depth of scientific understanding and for their problem-solving abilities" (p. 589). Not only does place based education help engage students it also improves test scores. Therefore being just as efficient or more so in teaching than textbooks and curriculum.

Sobel recognized Effie Kokrine as one school that is using place-based education in his article "Place-Based Education: Connecting Classrooms and Communities." Effie Kokrine is a charter school for middle and high school students in Fairbanks, AK. It was designed to help integrate Alaska Native ways of knowing with modern and westernized learning. This school does a lot of project based learning or place-based learning. In the Executive Summary Effie Kokrine Early College Charter School Snow (2016) explains school incorporates these cultural values in their school: respect for elders, respect for nature, respect for others, sharing, love for children, providing for family, wisdom, spirituality, responsibility, unity, compassion, love,

dignity, honoring the ancestors, honesty, humility, humor, knowledge of language, caring, cooperation, endurance, hard work, self-sufficiency, and peace (p.6). The rating system used to rate schools in Alaska is the Alaska School Performance Index or ASPI which is rated out of five stars. Five is the highest you can receive and one being the lowest. This score ranks how the school is doing overall to prepare students for career and college readiness. According to Joshua Snow principal of Effie Kokrine, “Effie Kokrine achieved an Alaska School Performance Index (ASPI) score of 71.44 for the 2013-14 school year. This represented an increase of 10 points from the previous year and resulted in Effie receiving a three star rating (p. 7).” This means that students are making growth using place-based education. The school was rated to be a great place to learn from a 3 out of 5 star system.

Another school in Fairbanks, AK that uses place-based education is Watershed Elementary School. This school educates students K-8.

According to The Watershed Elementary School Mission Statement (2002):

Place-based education is a powerful educational philosophy that brings student interests into play in the educational setting to enhance student learning, improve achievement, and contribute to community vitality. Inspired in part by the work of Gregory Smith, of Lewis and Clark College in Portland, Oregon, who is a national leader in the field of place-based education The Watershed School has created a school with a locally relevant curriculum focused on these central elements of place-based education: cultural studies, watershed studies, the public process and, local economy.

According to the Fairbanks School District the Watershed School Report Card for the 2013-2014 school year received a five star rating. This shows that students are prepared for career and college readiness and that using place-based education is a successful way of educating students.

### **Statement of Bias**

I am an Alaskan educator who has a strong preference towards place-based education. There have been times when I have seen teachers use culture, the environment and the community as a vehicle to teach, and consequently students became more engaged, and retained more information and meet the Alaska State Standards better. I see this teaching style to be highly beneficial to all Alaskan students and I believe that teachers should use this teaching style. It helps students to develop a sense of place and be proud to be who they are, and where they come from. I am also a primary K-2 elementary teacher in Alaska so my focus and perspective will be within both of these contexts. Not all experiences are the same and my own personal experience with place-based education have these biases.

### **Chapter 3**

#### **Methods and Design of Project**

In this project I created a how-to guide in implementing place-based education for teachers in Alaska. Context-responsive teaching is where an educator takes the curricula and alters it to make it more relatable to the students. Context-responsive teaching uses local resources, the environment you live in, and place-based education to teach lessons. There are smaller and larger acts of context-responsive teaching. I will focus on smaller acts of context-responsive teaching. Vinlove (2012) explains that smaller acts of context-responsive teaching are less time intensive and integrate local resources into the curriculum. Taking the curriculum and adjusting it to relevant context-based references is one small step in using place-based education. It can also include field trips out into the community and guest speakers coming into the classroom (Vinlove 2012, p. 30-34). Smaller acts of context-responsive teaching is a great place to start if you are just beginning to integrate place-based education into the classroom.



This will help an educator not to become too overwhelmed when they are first starting to implement place-based education.

The different sections in my handbook include: how to get to know the community, how to find resources for your project, and how to alter a series of lessons to integrate place-based learning into them. This how-to guide includes a series of sample lessons with notes. These lessons have been adjusted from the original curricula in order to implement place-based education into the classroom. I have provided ten sample lessons in which I have integrated place-based education into the lesson. I have provided three math lessons, two writing, three reading, and two science lessons. These lessons have been targeted for early elementary teachers. I have shared my how-to guide with the Alaska Native Knowledge Network if they would like to use it as a resource. This guide was created over spring and summer 2017 semesters at the University of Alaska Fairbanks.

### **Limitations**

The limitations to this how-to guide are there are not a lot of resources for Alaskan teachers and place-based education. The main resource for teachers in the state right now is the Alaska Native Knowledge Network. This site is where many projects involving place-based education have been posted. There are limited lesson ideas for each Alaska Native group. The how-to guide I am creating will be based on my experiences teaching in rural Alaska along with resources that have already been created by educators. My ideas may be similar to other teachers who have created articles about implementing place-based education in classrooms such as Amy Vinlove, Gregory Smith, Ray Barnhardt, and David Sobel. My experiences in teaching in Alaska are limited because I have taught for two years in rural areas, one year with a Yupik community and another with an Athabascan community. Every community is different in

culture, history, and resources. This guide is meant to be adaptable to any community in Alaska, therefore I will include broad ideas for implementing place-based education.

## **Chapter 4**

### **Reflection**

In the beginning of this project, I did not have a clear understanding what it truly meant to implement place-based education. I did not know that there were different ways of implementing place-based education, one way being to create projects and your own lessons and the other way being to integrate place-based education into the given curriculum. I already implement place-based education more than I realized. As I began to write the guide I knew this would be beneficial to myself and to other Alaskan teachers. My research allowed me to connect what I already knew to be good teaching practices to studies previously done on place-based education. I saw how important it is to integrate place-based education into your lessons and your philosophy of teaching. You can implement place-based education into your lessons even if you have mandated curriculum. I thought that this was not possible and it seemed extremely overwhelming at first. Now I know that you can integrate PBE into your mandated curriculum. I also found out, that for myself, after I had altered a few lessons that it became easier and easier to integrate PBE into my lessons. I will continue to implement place-based education into my lessons, but if allowed by the district I would like to take it a step further in the future by creating projects and my own series of lessons.

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# A How-To Guide in Implementing Place- Based Education in Rural Alaska

By: Elisha Howard

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## **Introduction**

What is place-based education? Place-based education according to Sobel (2004) is the process of implementing education using local environment, historical information, culture, and integrating context for learning. Teachers can use the local community and environment to foster place-based education.

Hello, my name is Elisha Howard. I am an elementary educator who has taught the majority of my career in rural Alaska. I have taught Yupik Kindergarten students in Akiachak, AK and in a K/1/2 multi-age classroom in the Athabascan village of Tetlin, Alaska. I am currently preparing to teach Tlingit, Haida, and Tsimshian students on Annette Island next school year. In each location, my goal is always to implement place-based education as quickly as possible. Place-based education is beneficial because it helps students make connections between their personal experiences, their natural surroundings, and the information being taught.

Rote, Schroeder, and D'Augustino (2015) tell us:

By anchoring learning in a student's sense of place, PBE overcomes academic isolation and forges relationships between schools, community partners, and the local environment. When connections between learning and place are nurtured, learning becomes relevant and meaningful to student's lives. In PBE programs, "students do not need to ask, 'When will I ever need to know this?' They discover the answer to that question as they work on tasks to increase their knowledge that benefit others (in their community)." (2) When community assets and needs shape learning, students are empowered to become actively engaged citizens. (p.6)

This results in increased engagement and much higher student achievement. In Florida, students who were exposed to the Environment as an Integrating Context (EIC) programs, a place-based

initiative, were found to be more engaged in learning than those who did not participate in EIC programs. According to the article *Students Gains From Place Based Education*, “In the Florida study of 400 ninth and twelfth grade students described above, students in classrooms with EIC programs and traditional programs filled out Achievement Motivation Inventory (Athman & Monroe 2004). At both grade levels, students in the EIC classrooms scored significantly higher in achievement motivation compared with students in the control classrooms” (Chawla p.2). Emeauwa (2004) discusses how Alaska began to implement Alaska Native ways of educating and implementing place-based education in rural Alaska. The results of this initiative showed that involved students would be both less likely to drop out of high school and would outperform their peers who were not involved in the AKRSI initiative.

Emekauwa (2004) states:

During the first seven years of implementation, AKRSI schools showed a net gain over non-AKRSI rural schools in the percentage of 8th graders scoring in the upper quartile on standardized mathematics achievement tests. In 1995, only 17.4% of 8th graders in the partnership districts scored in the top quartile in the CAT-5, compared to 29.1% of students in non-AKRSI rural schools. By 1998, those percentages had changed to 24.3% and 30.1%, respectively. AKRSI schools showed a 6.9 percentage point increase while non-AKRSI rural schools showed a one-point increase. The gap between AKRSI and non-AKRSI rural schools narrowed from 11.7 percentage points to 5.8. (p.6)

In my teaching experience, teachers have been expected to use the mandated curriculum and adopted programs given by the district and to integrate place-based learning practices. There was little to no professional development training in how to integrate place-based learning practices with the given materials. I struggled to learn how to implement place-based education in my

classroom while still using the mandated curriculum.

When I collaborated with my colleagues, I found out they also struggled to do this in their own practices and were not prepared to assist me in using place-based education and the given curriculum at the same time. I wanted to learn how to implement these practices fully in my classroom. I enrolled in a Master's of Cross Cultural Education offered by the University of Alaska Fairbanks. Many of the classes that I took have helped me begin to understand how important it is to use place-based education when working in Alaska. I also learned key information about how to implement PBE and how to plan out my own lessons incorporating these key elements. Although I wasn't directly taught how to incorporate these strategies into the district's adopted programs and curriculums, I realized that I had enough information to begin this practice on my own. Additionally, the information and the skills I learned would make an excellent guide for other rural educators expected to use these practices in the classroom. This is that guide. I hope other educators find this guide informative and helpful!

## **Chapter 1**

### **Learning About Your Community**

#### **1. Get To Know The Community**

Getting to know the community is an important part of putting into practice place-based education. There are many ways to get involved such as attending community events. Communities differ, but opportunities may include going to tribal meetings or town hall meetings. This will help you get to know people and to understand what is happening in the community. Volunteering at local events such as Halloween carnivals, parades, and potlatches can be another great way to meet community members. Community members will notice your willingness to help and to participate in local events. This is a great way to build relationships and make connections between individuals, families, and community organizations. Even something as simple as going on walks every day after school will help you to begin to learn important information about the area such as landscape, animals, and plants. When going on walks, say hello to people as you pass by. It will help you begin to recognize the people of the village and, sometimes, even get you invited to events. If someone asks if they can come with you, say yes!

#### **Participate In Local Subsistence Activities**

Before participating in local subsistence activities check with Fish and Game for guidelines and laws that you should know about. Make sure to buy your fishing and hunting license if you are going to participate in any subsistence activities. Participating in local subsistence activities is another great way to introduce yourself to others. After you have collected food items or local resources of value, consider bringing them to the elders in the community or giving some of your produce to the family who took you to

their gathering place. This shows appreciation of the knowledge that the community has shared with you – showing you where to gather these important traditional resources and foods. By giving something back to the community, the community may be more willing to open up to you and share more. It is a give and take relationship and you must be willing to give back.

## 2. Build Relationships

As a new member of the community, it may take a long time to establish relationships in your new location, so don't give up. Often, there is a lot of mistrust concerning outsiders coming into traditional communities. Historically, people who came into villages would try to change traditions and culture. Missionaries and people who came to "help" in villages often brought diseases, death, and forced their beliefs on to Alaska Native communities. Many of the oldest boarding schools scattered across Alaska tried to force assimilation into the Western worldview, eliminate Native language, and eliminate Alaska Native language and culture by removing young people from their homes and families during their formative years – effectively destroying the cultural heritage that many places had developed over thousands of years.

Easley and Charles (2005) explain:

This educational policy was an attempt to assimilate and acculturate indigenous children into Western culture, and America's "melting pot." Boarding schools needed to be far enough away to discourage families from easily visiting their children, since family members would only hinder and detract from the goals of assimilation. The educational policy was also aided and abetted by many of America's religious communities, which had begun to establish boarding schools



of their own. At these government and religious run boarding schools, Native children soon learned to read and write the English language. They were also taught American, European, and world history from a Western perspective, as well as the principles and doctrines of Christianity. Educators and the government wanted children to put away their parents' weapons of war in order to learn new skills and jobs, such as farming, carpentry, and animal husbandry. It would be easier to control an Indian with a hoe in his hand rather than with him on horseback, waving a rifle. Corporal punishment and other forms of harsh discipline were meted out consistently and forcefully to Native children who attempted to speak their language or practiced traditional ceremonies and songs.

(p.2)

Although this was not the experience of every Native Alaskan community or family, the effects of these practices can still be felt today. There has been a lot of distrust of non-community members because of this negative history with outsiders and educational institutions. It may take a great deal of time to build trust between you and the community. Keep going over to local houses when invited and listen to the stories being told. Participate in whatever it is that family members are doing there. Buying local artwork, clothing and even supporting the local grocery store will help you to get to know the area better. There have been many times where I would visit the grocery store and buy something just to hang out and talk to the other individuals in the store. This is where I would get invited on boat rides, steams, and to other events. Often people would be on their way to do something and I would bump into them around town. They would invite me and I would go with them right then and there. You have to be ready to say yes

to attending events, even with short notice.

### 3. Give Back

If you would like the community's help in implementing place-based education such as doing projects, going on field trips, listening to elders, or sharing local knowledge, you need to donate your time helping the community in whatever way that they deem as helpful, in acknowledgement of the intellectual resource and time that your visitor is providing your classroom. At first, it may seem like you have nothing to give back – but you are underestimating yourself! Look for ways to help individuals and the community. It could be simple things like giving back food when you berry pick, or bringing your own dish to a potluck style feast. These small gestures matter and will help you fit in, build connections, and learn about the people who live in your new community. This will also help your guest(s) feel appreciated and welcomed into your room and shows your students you value and respect their culture.

### 4. Learn The History

You will be better able to participate in the community and implement place-based education if you understand the history of your new community. There are many good resources out there to help you. You can go to the local library or school library to gain information about your community. Librarians can usually help guide you in the right direction. The tribal office may have resources as well. University of Alaska Fairbanks Project Jukebox at <http://jukebox.uaf.edu/site7/> is a fabulous resource! It includes the history of communities from across Alaska along with local elder biographies and interviews, often recorded so they can be viewed. Calling or emailing your local tribal association may also help you in getting information about the community where you are

living. You can ask questions such as: What are the traditional local subsistence activities or foods? Was there a local missionary in the past or a trading post in the area? When did this community group first have contact with outsiders? How did this contact affect this area? Are there fluent Native speakers in your community? You can access tribal association information at [www.tribalpedia.com/alaska/alaska-tribes-by-regional-organizations/](http://www.tribalpedia.com/alaska/alaska-tribes-by-regional-organizations/) titled Alaskan Tribes: By Regional Organizations. Listed below are just some of the associations and museum contacts.

The Alaska Native Regional Corporations were established in 1971 when the United States Congress passed the Alaska Native Claims Settlement (ANCS). This act settled land and financials claims made by the Alaska Natives. Thirteen regional corporations were then administered to those claims.

According to LaFleur and Grabell (2010):

The act allotted 40 million acres of land for division among 12 regional native corporations and 220 village corporations. The law was intended to settle longstanding land claims by Alaska natives and provide economic opportunities. Alaska natives and descendants born before 1971 were allowed to receive 100 shares in their village corporations and regional corporations. In 1975, a 13th corporation formed to represent Alaska natives residing outside the state. Over the years, some village corporations merged with each other or with their regional corporation. Today there are 198 village corporations, according to the Alaska Division of Banking and Securities. In 1986, Congress passed legislation that allowed ANCs to participate in the Small Business Administration's disadvantaged business program, known as the 8(a) program, which sets aside federal contracts for minority-owned or other disadvantaged companies. With

strong advocacy from Alaska Sen. Ted Stevens, Congress later extended to ANCs additional special 8(a) benefits, such as the ability to win no-bid contracts for any amount and to own multiple subsidiaries in the program. Other participants do not have those advantages (p. 1).

ANCSA regional and village corporations own the surface rights to the lands and regional corporations own the subsurface rights of both their own selections and of those of the village corporations. These regional corporations and non-profit organizations in Alaska are grouped based on the different Alaska Native groups.

Association and Museum Contacts:

- Ahtna Incorporation, (907) 822-3476, Ahtna Communities
- Aleut Corporation, 907-561-4300, Aleut Communities
- Artic Slope Regional Corporation, (907) 852-8633, Inupiat Eskimo Communities
- Bering Straits Native Corporation, 907-443-5252, Yupik Communities
- Bristol Bay Native Corporation, 907-278-3602, Aleut/Alutiiq Communities
- Calista Corporation, (907) 275-2800, Yupik, Cup'ik and Athabascan Communities
- Chugach Alaska Corporation, (907) 563-8866, Aleut and Eskimo Communities
- Cook Inlet Region, Inc. (907) 274-8638, Athabascan, Southeast Indian, Inupiat, Yup'ik, Alutiiq/Sugpiaq and Aleut/Unangax descent.
- Doyon, 907-459-2000, Interior Alaska, Athabascan Communities
- Koniag, Inc. (907) 486-2530, Alutiiq Communities
- NANA Regional Corporation, (907) 442-3301, Inupiat people
- Sea Alaska Corporation, 907-586-1512, Tlingit and Haida
- Thirteenth Regional Corporation

### Other Native Organizations

- Afognak Native Corporation, 907.486.6014, Alutiiq
- Alaska Native Health Board, (907) 562-6006
- Cook Inlet Tribal Council, (907) 793-3600, Athabascan, Southeast Indian, Inupiat, Yup'ik, Alutiiq/Sugpiaq and Aleut/Unangax descent
- First Alaskans Institute, (907) 677-1700,
- Ciri Foundation, 907.793.3575, Athabascan
- Sitka Tribe of Alaska, [907-747-3207](tel:907-747-3207), Tlingit, Haida Tsimpian, Aleut
- Southcentral Foundation, [\(907\) 729-4955](tel:907-729-4955)
- Tanana Chiefs Conference, Inc. 907-452-8251, Interior Alaska, Athabascan Communities
- Alaska Federation of Natives, 907-274-3611

### Alaska Native Museums

- UAF Museum, Fairbanks, AK, 907-474-7505, Includes information of all regional groups of Alaska Natives.
- Alaska Native Heritage Center, Anchorage, AK, 907-330-8000, Includes workshops, classes and information about all Alaska Native regional groups.
- The Thompson Morrison Cultural Center, Fairbanks, AK, 907-459-3700, includes information about Athabascan communities and culture.
- Alutiiq Museum Archaeological Repository, Kodiak, AK, 844-425-8844, includes information about the Alutiiq history and culture.
- Museum of the Aleutians, Unalaska, AK, 907-581-5150, includes information about the history and culture of the Aleutians and Unalaska.

- Katirvik Cultural Center, Nome, AK, 907-443-4340, includes information about the Bering Straight Region and Nome, AK.
- Yupiit Piciryarait Museum, Bethel, AK, 907-543-7335, includes information about the history and culture of the Yupiik people.

## **Chapter 2**

### **Adapting Instruction To Your Community**

In this section I will describe how to modify traditional curriculum materials provided by your district to make them more aligned with the places and lives of our students. As most district adopted curriculum materials are not written in or for rural Alaska, this is an important skill for teachers in rural Alaskan communities.

The first thing to do is to read the materials of the adopted program while considering what the students need to learn from the activity and do I need to modify the assessment given in the teachers manual. Always keep the same objectives! The main concepts should not be altered as they meet the Alaska State Standards, which are mandatory to teach and what our students will be held accountable for during standardized testing. They are frequently located on the top of the lesson or in the pages introducing the unit to the teacher in the instruction manual of most adopted programs. Using the given lesson objectives allows you to focus in on the associated standards and then alter the lesson or activities so that your students can achieve their learning goals while engaging in more relevant and engaging place-based activities.

Alaska's Public Schools: 2015-2016 Report Card to the Public states, "In 2015-2016, a total of 57,949 students were enrolled in grades 7 through 12. A total of 2,268 students in grades 7 through 12 dropped out of school before the end of the school year. This equates to a 2015-2016 dropout rate of 3.9 percent, which reflects an increase of 0.2 percent from the 2014-2015 dropout rate of 3.7 percent. The drop out rate by ethnicity for grades 7-12 Alaska Natives/American Indians is 6.7 percent and the percentage of total dropouts by race/ethnicity for Alaska Native/American Indian is 38.5 percent" (p. 26). Make sure you teach the stated standards and continually assess how students are doing. Holding them to rigorous academic

goals will increase their achievement, and including place-based instructional practices will allow the students to connect with the information and remember it better – putting their goals within their grasp.

- 1) Identify what parts of the lesson content you will be modifying in order to help your students better achieve the lesson goals. Look for concepts and examples used by the adopted program that your students will not be able to relate to or will have a difficult time understanding. Will using the examples, literature, and other concepts in the program hurt your students' understanding of the learning goals you identified when you got started? If so, it's time to start making changes. But, maybe they don't! Maybe, using what is included in the program would augment what you are teaching in the class and give your students a glimpse into the lives other people. Not every example, story, or math problem needs to be substituted – only the ones that hinder the students ability to access information, show what they know, or otherwise impede their education.
- 2) Another potential obstacle in teaching in some areas of Alaska is the English proficiency of the students you are working with. English Language Learners face even more challenges in school, especially students in rural areas with less exposure to Standard English. A 2011-2012 report found at the Education Commission of the States explains that 11.1% or 14,538 Alaskan students in the United States are English Language Learners. Some kindergartners enter school with very limited English proficiency. If this is the situation in your classroom, you may want to identify aspects of the lesson that would pose a challenge to those students particularly unfamiliar vocabulary, and try to make those as accessible to your ELL students as possible. Pictures, flow charts, and other self-created instructional aides would greatly help your student access specific classroom content with more success, but it would also



have the added benefit of helping your student learn English. A good example is to use pictures even with your daily goals on the board so that students can actually understand what it is they are supposed to know. There are many resources for educators who are teaching students that are English language learners. Some of these resources are: WIDA, SDAIE, Edutopia Supporting ELLS in PBL Projects by Andrew Miller (2015), SLOP, Everything ESL, TOEFL, National Clearinghouse for English Language Acquisition, and Vocabulix.

- 3) Did you identify what needs to be changed? Great! The next step is to see if the concept being taught is better served by different examples. Is it a story? Is it a story problem? Maybe you need to pre-teach vocabulary and the lesson doesn't need much modification at all. Narrow it down so that you know what you need to change and why. What exactly will cause your students to be confused? Is it language based? Is it prerequisite knowledge? Lessons should be altered to help students meet their performance goals. What you change should be relatable to the students. If students are familiar with what it is you are talking about it is easier for them to remember the information.
- 4) Many times, the changes you make you will be able to do easily – adding structures and supports to your lesson to scaffold the students into success. But, there are other resources you can use to modify or replace lesson elements. These resources should help boost your place-based lesson. The region of Alaska you are in will indicate which resources you will want to utilize. Please see the list of associations and contacts on page nine for more information. When picking out books and stories that are Alaska themed for children, keep in mind the difference between traditional stories and stories that were just altered to be Alaska themed; like Salmon Princess or Alaska's Sleeping Beauty. You want stories that are

traditional, value the culture of the people of Alaska, and are actually relatable to students. Great examples are classics like The Great Serum Race, Akiak, Raven stories, and Kitaq. Other resources to keep in mind are local people, local tools, nature, animals, pictures you take, and trees. Substitute places in your lesson to local places and natural landmarks. Such as if a lesson is about New York alter it to be about your local community. Or if you are learning about landmarks like the ocean or rivers change it to be about the local rivers or oceans in your area. Another way you can change your lessons is to substitute local plants, animals and natural resources. Ask students to make connections from their experiences to the lessons. This will help them be able to remember the information better because they can connect to the information. Use local people in your lessons when applicable so that students can make further connections. These connections will help students be able to relate to what they are learning.

## **Chapter 3**

### **Finding Resources to Complement Instruction**

Do you know that something needs to be modified, but don't understand how to even get started? Many of the most knowledgeable people in the school are non-certificated staff – janitors, aides, paraprofessionals, cafeteria employees, and others. Non-certified staff are usually from the community, and they have been working with the school for a long time. These staff members can tell you where to find local resources such as blueberries, cranberries, birch bark, and duck eggs. Many non-certified staff members also know who to ask as guest speakers, where to find them, how to approach asking them to come into the classroom, or if you should do a field trip to their house instead of inviting them into the school. They will be aware of field trips that have been done in the past that were well liked and would be valuable to repeat. These important staff members know where to take students safely nearby to collect items such as cranberries and blueberries. Sometimes teachers who have previously taught there have already altered the curriculum. Before you alter lessons ask the aides if the previous teacher had already done this and if they may have left their notes.

1. Ways to modify activities to be more location centered: Field trips are a great way to integrate place-based learning into your lesson and for students to meet their goals.

Integrating field trips into your lessons is considered a small act of implementing place-based education. Field trips can be as simple as observing your five senses, picking berries, and collecting leaves for identification. Other field trips could be going to an elder's house to learn from them. You could also arrange to go to fish camp, go ice fishing, and collect berries. On these field trips students are learning how to set nets, repair nets, how to watch the flow of the water, where to set the nets, when to pull the nets, what to do with the fish

once caught, how to create an ice fishing hole, where to go to collect berries and why all of this is important to their community. Using experiences like these can make math and science lessons more relatable to your students.

2. Local stories and legends can be used to replace literature or to enhance your lesson. These local stories may not be written down or published. You can find out if there are any applicable oral traditions by asking elders, community members or noncertified staff. It is more beneficial to have a community member tell the story to your students rather than for you to retell it. This way, the children will have the best chance of fully understanding that part of the lesson and you have the chance to show your community that you respect their oral tradition. If an oral story has been recorded, you may be able to find it in the library and sometimes the school district will even provide these stories in every classroom. The local stories and legends may replace Language Arts lessons or be added to the lesson to enhance learning.
3. Consider using local traditions as examples in your lessons. You can consider inviting a community member to show students how to do some of these local traditions. For example while I was teaching in Tetlin, AK we had Athabascan people come in to teach students the different parts to a potlatch. Then we invited the community to come to the school to a potlatch so that the students could show what they had learned. This was a K-12 event in which all students participated. Traditional dancing may provide opportunities to teach math and music. Including these practices into your lessons is using place-based education.
4. There are many online resources you can use. One of the best ones for rural educators in Alaska is the Alaska Native Knowledge Network. There are many resources located on the Alaska Native Knowledge Network website. There are lesson plans on this website for all

regions in Alaska. The lesson plans can be used exactly as they are or you can modify them to fit your needs. There are also interviews, historical information about many local areas, and other relevant resources on this website. Navigating the Alaska Native Knowledge Network website can be difficult, but is worth taking the time to do. The first step is to access the website at <http://www.ankn.uaf.edu/>. Then, click on the tab labeled “Curriculum Resources.” This is where you will find four valuable sets of information:

- 1) Online Resources- There are many more clickable links to books, videos, and lessons from PhD and Master’s students, and history of Alaska Native Education.
- 2) ANKN Publications- Under the ANKN tab there is a list of several different books to purchase about Alaska Native culture and education.
- 3) Culturally Responsive Units/Lessons- Under the culturally responsive units/lessons there are many resources. This is a tab that I use often to find with lessons and information. It has a search tab at the top that gives you a way to target what you need. For example in the search tab put your regional Alaska Native group such as Athabascan. It will pull up lessons that are culturally related to the region you are teaching in. Or you can type in what grade you are teaching as another search.
- 4) Curriculum Spiral Chart- The curriculum spiral chart is more of a formal guide for an educator. It gives you an idea of what surface level cultural activities are and deeper level cultural activities are as well.

Also on the ANKN website you can find a link at the bottom to a resource called the Smithsonian Arctic Studies Center Videos on ANKN. If you click on it there is a variety of interviews, elders talking and teaching lessons as well as videos about the rural Alaskan communities.

## **Chapter 4**

### **After the Lessons: Assessments**

Assessments are an important part of any lesson and cannot be omitted. They allow you to know if students have met the objective. If the majority of your class did not pass your assessment then you will need to reteach the lesson with a different approach. However, if the majority of your class passed the assessment then you can move onto the next lesson and set of objectives. Assessments found in district provided curriculum are also good practice for the standardized tests that all students have to take.

After you have adjusted your lesson look at the types of assessment that accompany the lesson. There are many different kinds of assessments both formal and informal. They can be quick checks like exit tickets (informal) or end of chapter tests (formal). I have found that paper and pencil tests do not always portray if ELL students have learned the information.

In the article “English Language Learners Face Unique Challenges” NEA President Dennis Van Roekel (2008) explains the challenges ELL students face:

ELL students come from very different backgrounds and often face multiple challenges in the classroom. To complicate matters further, teachers lack practical, research-based information, resources, and strategies needed to teach, evaluate, and nurture ELL students whether they are the first, second, or third generation to attend American public school. In too many cases, ELL students are being given reading and math tests in English before they are proficient in the language. Other challenges include the lack of tools to teach ELL students as well as appropriate assessments to diagnose student needs and measure student learning.

As you did when modifying the lesson, consider the vocabulary. The vocabulary included in tests or even being able to read the test and understand the questions is a common struggle for

ELL students. Is the language and vocabulary in the test able to be understood by your students? There are two options if students do not understand the vocabulary in the test. You can provide targeted vocabulary instruction to help be successful with the formal assessments as they are written. If you have not taught the vocabulary words in the test you need to go back and do that before administering the test. Vocabulary such as *less than*, *greater than*, and *circle the best answer* are all common test words that will need to be explicitly taught because they are on all standardized tests. Or you can change the language in the test so that your students can understand what it is you are asking them. If it is a multiple choice test the language in the answers may need to be changed so that students can better understand their choices. The test may need to be altered based on how you adjusted the lesson to be place-based. It also might need to be altered to be more relatable to students. The test may not need to be altered if it is a basic arithmetic test or if it will not hinder students from showing what they have learned. No matter how you change the test or quiz you need to make sure it is still covering the objectives you have taught. Otherwise you will not know if the students truly learned what it is that you were teaching.

## **Chapter 5 Integrating Place-Based Education Example Lessons**

On the following pages you will see a variety of traditional lessons that have been annotated with the lessons to be place-based. These lessons are from second grade curriculum materials from an Alaskan School District. The lessons provided give you examples of what should generally be changed along with examples of how I would personally alter the lessons for a specific geographic location in Alaska. The GREEN bubbles are examples of how I would change the lessons to be place-based in rural Alaska communities. The ORANGE speech bubbles are general suggestions on how to alter the lessons to be place-based. BLUE speech bubbles represent lesson components that should absolutely stay the same. I did not put many blue speech bubbles to avoid repetition, and I deleted lesson pages that did not include any annotation. The components that should always be kept the same are the objectives, associated standards, the main idea of the lesson, and general good teaching practices such as differentiation suggestions, or established best practices in teaching specific skills.



# Day at a Glance

## Day 2

### phonics and Spelling

- Review: Consonants /s/c; /j/g, dge
- Build Words

### High-Frequency Words

- Introduce: wear, tough, woman, young, shoes, wash, above

### Comprehension



Monitor

Remember



Fiction

This is a great question to ask kids especially in rural Alaska. Often young students ask why you look different than them and why don't you speak their language such as Yupik. This would open up a conversation about where you came from, who you are, what language(s) you speak etc.

### Reading

- "Big Bushy Mustache," Student Edition, pp. 392-417



Read!

### Fluency

- Phrasing

### Robust Vocabulary

#### Words About the Selection

- Introduce: route, semblance, distraught, improvise

### Grammar

Quick Write

- Review: Plural Possessive Nouns

### Writing



- Story: Dialogue

# Warm-Up Routines



## Oral Language

**Objective** To listen attentively and respond appropriately to oral communication

### Question of the Day

Are two people ever exactly the same?

Tell why.

Discuss with children what makes each person unique. Use the following prompts:

- What makes the people we admire special?
- Are there children you know who are alike in some way? Tell how.
- People in the same family often look alike, but each family member is different in some way. Why do you think that is?

Have children complete the following sentence to explain their thinking.

Two people can/cannot be alike because \_\_\_\_\_.

I would keep these questions the same. Then record their answers on the board. After that I would do a compare and contrast of myself to students.  
Me: blond hair, blue eyes, Caucasian, English, heritage-French and Italian.  
Students- black hair, brown eyes, darker color skin, Athabascan etc.  
Talk about how being different is okay and that we can learn from each other. If we were all the same that would be very boring.







## Read Aloud

**Objective** *To listen for a purpose*

**BIG BOOK OF RHYMES AND POEMS** Display the poem “Did You Ever Think?” on page 25 and read aloud the title. Ask children to listen to ways that people are different as you read the poem aloud. Invite children to name other ways in which no two people are alike.



▲ Big Book of Rhymes and Poems,

This is a great poem to emphasize the discussion you just had with your students. I would read this and ask the questions. Then I would take out my stamp pads and finger print students hands/fingers. Let students think, pair, share how their finger print is similar and how it is different.

Extending the lesson I would add an art component to this. Students would get partners. The objective is students draw a self portrait of each other. Before the art lesson have students discuss with your partner how you are similar and how are you different.

Look over the poem to decide if you would like to keep it or find a better example. The point of the poem is to get students thinking about how people are different and how people are alike. You want to keep this main idea. If you decide to keep the poem extend the lesson through science, art, music etc. There are many cultural diversity lessons on Teachers Pay Teacher. Even bringing in foods to celebrate our diversity is a great way to get to know more about your students and their culture.



## Word Wall

**Objective** *To read high-frequency words*

**REVIEW HIGH-FREQUENCY WORDS** Point to the following words on the Word Wall, and read them aloud: *favorite, enjoy, board, and popular*. Point to each word again and ask children to read the word aloud, spell it, and read it again.

favorite

enjoy

board

popular

High-Frequency Words should be words that students struggle to read. They should also be words that they need to be able to read in order to read the main passage of the day. Alter the high-frequency words to ones found in the literature that you have picked for the main part of your lesson.



# Consonants /s/ c; /j/ g, dge

phonics and Spelling

## Objectives

- To blend sounds into words
- To spell words with /s/c and /j/g, dge

## Skill Trace



### Consonants /s/c; /j/g, dge

Introduce	Grade 1
Reintroduce	T208–T211
Reteach	S22
Review	T228
Test	
Maintain	

Keep the same spelling pattern. Come up with your own spelling words that fit the pattern. These words should be words children use or have experienced. Alaska fish, plants, wildlife and sled dog books can give you an idea for some words to use.

## Spelling Words

- |           |           |
|-----------|-----------|
| 1. slice* | 6. space  |
| 2. dodge  | 7. gem    |
| 3. city   | 8. price  |
| 4. huge   | 9. cage   |
| 5. nice   | 10. fudge |

## Challenge Words

- |               |               |
|---------------|---------------|
| 11. central   | 14. gymnast   |
| 12. fireplace | 15. celebrate |
| 13. gentle    |               |

\* Word from "Big Bushy Mustache"

## Word Building

**READ A SPELLING WORD** Write the word *nice* on the board. Have children read it aloud. Ask children to write the word. Then have children write the word *space*. (c) Then have children write the word *slice*.

**BUILD SPELLING WORDS** Ask children to write the word *nice* on the board. Write the word *slice* on the board below *nice*. Have children read it. Continue building spelling words in this manner. Say:

- Which letters do I have to change to make the word *space*? (Change *li* to *pa*.)
- Which letters do I have to change to make the word *cage*? (Change *sp* to *c* and *c* to *g*.)
- Which letters do I have to change to make the word *huge*? (Change *ca* to *hu*.)
- Which letters do I have to change to make the word *fudge*? (Change *h* to *f* and add *d* before *g*.)

Continue building the remaining spelling words in this manner.

dge words: ridge, cartridge, edge, village, heritage.  
/s/ c words: lice, city, ice, splice, solstice  
I used google for ideas and then picked words that I have heard students use in conversations before in rural Alaska.

nice  
slice  
space  
cage  
huge  
fudge

## BELOW-LEVEL

**Phonograms** Have children build words with the same phonogram. Write the word *nice* on the board. Guide children to build *mice*, *rice*, *price*, and *slice*. Have children read each new word and point to and trace the letter or letters that have changed.

## ADVANCED

**Build Rhyming Pairs** Write the pairs *nice rice* and *budge fudge* on the board. Have children use the phonograms *-ace*, *-ice*, *-age*, *-udge*, and *-odge* to write similar rhyming pairs.



## 5-DAY PHONICS/SPELLING

DAY 1 Pretest

DAY 2 Word Building

DAY 3 State the Generalization

DAY 4 Review

DAY 5 Posttest

All of your sentences should use the new spelling words you have created.

## Read Words in Context

**APPLY PHONICS** Write the following sentences on the board or on chart paper. Have children read each sentence silently. Then track the print as children read the sentence aloud.

The sign said the price for the gem is \$500!

You have to dodge many people when you walk in a busy city.

Amanda poured hot fudge on a huge scoop of ice cream.



**WRITE** Dictate several spelling words. Have children write the words in their notebook or on a dry-erase board.

When the boy was hunting he had to hike to the ridge.  
Don't lean over the edge of your boat you might fall in.  
This village is called Napaskiak.  
The girl's heritage is Haida.

Words with /s/c  
and /j/g, dge,  
rice, gem, page,  
and budge.

Small-Group Instruction, p. S22:

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

phonics Resource



Phonics Prac  
pp. 79-84

I would take pictures with my camera of a ridge, cartridge, edge, the village, and maybe a family picture of students in the classroom. Ridge of a mountain would be one example I would use with an arrow to what you want them to label.

Once you have adjusted the spelling words you will need to create three different leveled worksheets using those words. Keep in mind that sentences and pictures should be relatable to the students.

## BELOW-LEVEL

## ON-LEVEL

## ADVANCED

Name \_\_\_\_\_

Find the word in the box that goes with each picture. Write the word on the line below the picture.

fridge	race	pencil	cent	fence	bridge
gem	mice	dance	fudge	cage	stage

- gem
- cage
- race
- bridge
- fudge
- cent
- stage
- dance
- fence
- mice
- fridge
- pencil

Extra Support p. 96

Name \_\_\_\_\_

Write each word from the box under the word with the same c or g sound.

cents	gift	gold	badge
acting	large	cotton	fancy
baggy	cap	lace	gems

fact	face	rag	rage
------	------	-----	------

- cotton
- cap
- acting
- cents
- fancy
- lace
- gift
- gold
- baggy
- badge
- large
- gems

Write some sentences about a costume you might wear in a play. Use at least one word from each list.

Possible response: My costume has a fancy cap with a feather. I also wear a lace shirt and baggy, gold pants covered with gems.

Practice Book p. 96

Name \_\_\_\_\_

Use each pair of words in a sentence. Possible responses are shown.

- princess, danger  
The princess helped a prince who was in danger.
- price, gadget  
The price for this strange gadget is too high.
- bracelet, gems  
There are many bright gems on this bracelet.
- advice, judge  
The judge gave me some advice about my problem.

Try This  
Think of a word that rhymes with the shorter word in each pair of words above. Choose one set of rhyming words, and write two rhyming sentences.

School Home Connection  
Have your child read the sentences, including the rhyming words. Ask your child to think of rhyming sentences using the other rhyming pair for the words.

Challenge p. 96

- Group children according to academic levels, and assign one of the pages on the left.
- Clarify any unfamiliar concepts as necessary. See *ELL Teacher Guide* Lesson 13 for support in scaffolding instruction.





# High-Frequency

## Words to Know

### Objective

- To read high-frequency words

### INTRODUCE

Tested

### High-Frequency Words

above	wear
shoes	woman
tough	young
wash	



**Reinforce Meaning** Hold up Picture Card 52 and say *The firefighter has to wear a helmet.* Have children practice using the word *wear* by completing the sentence frame *He has to wear \_\_\_\_\_* with other items in the picture, such as *a coat, boots, and gloves.*

See *ELL Teacher Guide Lesson 13* for support in scaffolding instruction.



▲ Picture Card 52

### Teach

Routine Card  
5

### INTRODUCE

young, shoes

Print high-frequency words out with examples. Create your own sentences using the high frequency words. These examples should be something that students experience or can connect to.

- Point to *wear* and read *wear*. Repeat it, having children read it with you.
- Say: *I am going to wear my new sneakers tonight.*
- Point to each letter in *wear*. Have children spell the word.

Here are a few examples that would be relatable to rural communities in South East Alaska. The blue heron flew above the tree tops. You should wear your xtra-tuffs and bring your tennis shoes to school. It is tough to walk through the muskeg. Young men go hunting for deer every fall.

- Maria *washed* the car.
- I used a wet cloth to *wash* the board.
- Sasha keeps her books on a shelf *above* her desk.

### Guided Practice

**STUDENT EDITION PAGES 390–391** Ask children to turn to *Student Edition* pages 390 and 391. Have children point to and read aloud each of the highlighted words on page 390. Talk about the photographs. Then ask volunteers to read aloud the passage.



# Words to Know

## High-Frequency Words

wear

tough

young

woman

above

shoes

wash

### Grandma's Attic

Grandma keeps lots of old clothes in a wooden trunk in her attic. When Abby visits, she picks out clothes from the trunk to **wear**.

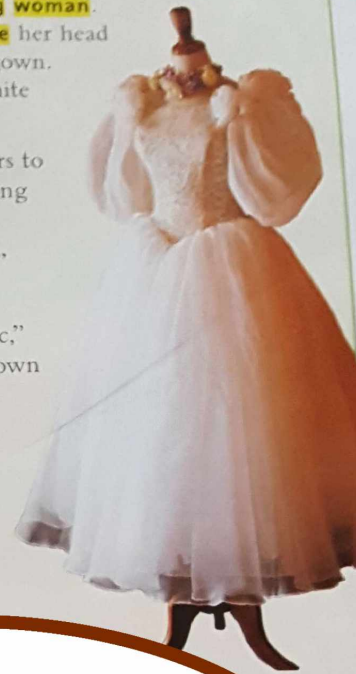
Abby tries on different kinds of clothes. Sometimes she wears Grandma's lacy apron and pretends to cook. Sometimes she clumps around in Grandpa's **tough** old farm boots. Sometimes she wears a silky, white scarf and dances.

Abby likes to wear clothes Grandma wore when she was a **young woman**. Abby raises her hands **above** her head and slips on a long, white gown. Then she finds a pair of white **shoes** and puts them on.

Grandma climbs the stairs to check on Abby. "My wedding dress!" says Grandma.

"It makes me feel fancy," says Abby.

"It's dusty up in this attic," says Grandma. "Let's go down and **wash** off the dust of long ago!"



Clothing worn by our

grandparents is quite different than the clothing we use today. Traditional clothing is not worn in rural

Alaska communities anymore. In Akiachak helping community members on projects helped me to connect with people. I helped with a few other colleagues to create a media room that children could hang out in with their parents and check out games, books and more. This was an elders idea who needed help with getting it started. I made a connection with her because I spent many hours chatting while working on this project. She was very happy to come in to my classroom to share her knowledge about traditional clothing. She taught one group of students what kuspuks are and how to make them. Each student had a kuspuk to wear when they were done.

When picking another passage make sure it is about traditional Alaska Native clothing. Pick high-frequency words that are in the article you choose. Instead of reading an article about traditional clothing ask the village council or elders if they would be willing to come in to talk to students about traditional clothing. If they are able to bring in examples to show students or even make a piece of clothing with the students this would be great. You can still teach your high-frequency words as a language lesson without having to use an article.

## ADVANCED

## ELL

Name \_\_\_\_\_  
► Circle the picture that answers each question.

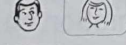
1. Which one needs shoes?



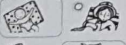
2. Which one wears a cap?



3. Which one is a woman?



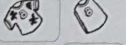
4. Which one is young?



5. Which ones are shoes?



6. Which one should Dad wash?



7. Which one shows a cat above a girl?



8. Which one looks tough to solve?



Name \_\_\_\_\_  
► Write the word from the box that completes the sentence.

wash woman above shoes  
tough young wear

- Dad is a man, and Mom is a woman.
- Dad helps Mom wash the dishes.
- Their smallest son is a young child of two.
- Dad has a new pair of shoes.
- Mom likes to wear her new dress.
- Uncle Ed lives in the apartment above them.
- The meat was too tough to chew.

► Write sentences about someone you know getting dressed up. Use at least three words from the box.

Possible response: My older brother is a young man. He likes to look tough sometimes. He will wear big boots instead of shoes. He will wear a black leather jacket and sunglasses.

School Name \_\_\_\_\_

Write your child's name in the space to the left of the words in the sentence at the bottom of the page.

Practice Book

Name \_\_\_\_\_  
► Write the word from the box that belongs in each set.

shoes wear young woman  
tough wash above

- cover, put on, wear
- boots, sneakers, shoes
- girl, lady, woman
- high, over, above
- difficult, hard, tough
- new, little, young
- clean, rinse, wash

► Use what you know to answer each question.

8. How can you wash muddy shoes?

You can wipe them off with cloth.

9. What would you do if a tough cat was stuck in a branch just above you? Why? I would call someone to get the cat down. I wouldn't want to get scratched!

School Name \_\_\_\_\_

Write your child's name here and all the words in each set are able.

These worksheets should reflect the high-frequency words that you picked. Or use pictures you take while the lesson is being taught by a community member.

Lesson 13 for support in scaffolding instruction.





# Reading

Student Edition: "Big Bushy Mustache"

## Objectives

- To understand characteristics of fiction
- To monitor comprehension by rereading

## Options for Reading

### BELOW-LEVEL

**Preview** Have children preview the story by looking at the illustrations. Guide them to identify the main characters. Read the story aloud to children, and have them retell the story after you.

### ON-LEVEL

#### Monitor Comprehension

Have children read the story aloud, page by page. Ask the Monitor Comprehension questions as you go. Then lead them in a discussion about following rules.

### ADVANCED

#### Independent Reading

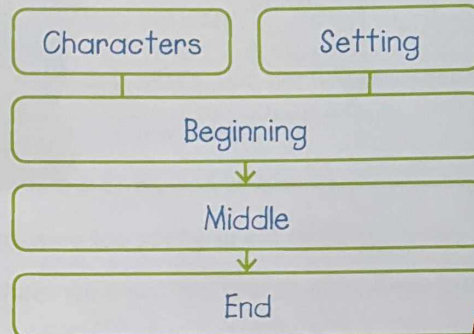
Have children read the story in pairs. When they have finished, ask the Monitor Comprehension questions. Then lead them in a discussion about the consequences of not following rules.

## Genre Study



**DISCUSS REALISTIC FICTION: PAGE 392** Ask children to read the genre information on *Student Edition* page 392.

Remind children that a fiction story has made-up characters and made-up events. Point out that *realistic* fiction stories have made-up characters and events that are like those found in real life. Then use **Transparency G04** or copy the graphic organizer from page 392 on the board. Tell children that they will work together to fill in the story map with examples of realistic fiction elements as they read "Big Bushy Mustache."



Use the same reading strategy with the graphic organizer.

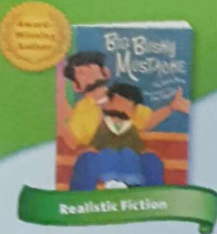
## Comprehension Strategy



**MONITOR COMPREHENSION—REREAD: PAGE 392** Remind children that good readers use strategies to monitor their comprehension. Explain that one strategy is to reread parts that do not make sense. Have children read the story aloud the Comprehension Strategy page.

Use the book that you chose to fill out this graphic organizer together.



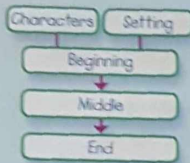


Realistic Fiction

**Genre Study**

**Realistic fiction** is a story that could really happen. Look for

- characters who do things that real people do.
- a realistic plot.

**Comprehension Strategy**

- **Monitor comprehension—** Reread if you do not understand something.

392

When reading the main passage of the day keep the same goals and reading strategies.

# BIG BUSHY MUSTACHE

by Gary Soto  
illustrated by Joe Cepeda

## Build Background

**DISCUSS WANTING TO BE LIKE SOMEONE YOU ADMIRE** Tell children that they are going to read about a character who admires his father and wants to look like him. Ask children if they have ever been told they look like someone they admire and how that made them feel.

Routine Card  
6

**SET A PURPOSE AND PREDICT** Remind children that this story is fiction. Ask them whether they read for enjoyment or to get information.

- Have children read the title.
- Identify Ricky and his father. Ask children what they know about a little boy with a mustache. Ask them how Ricky got a mustache.
- List their predictions on the board.
- Have children read to see how Ricky gets a big bushy mustache.

The story *Kitaq Goes Ice Fishing* by Margaret Nicolai is about a boy who wants to be like his grandfather. The boy wants to go fishing and bring home food for his family. When a child brings home their first kill they are to give it to their family and community. This is still a practiced tradition in many Alaskan communities. This would be a great replacement story. Many students ice fish especially Alaska Native communities that live on rivers and lakes. I would ask who they admire at home and why.

When altering lessons keep in mind that you want the same theme. Choose a story about a son who admires his father. Your library should have some Alaska books that may relate to your theme. You can also borrow from any library in Alaska and they will mail them to you. When you are done you mail them back to the library. Building your own collection of Alaska books is recommended. You can buy them on Amazon or at Barnes and Noble. Another tip is to ask your aides if they know someone who could tell a traditional story that fits your theme.





People always said Ricky looked just like his mother. "He has beautiful eyes, exactly like yours, Rosa!" said Mrs. Sanchez, the crossing guard, as his mother took him to school one morning. "Thanks!" Ricky's mother shouted, and turned a big smile on him. "Have a good day, *mi'jo*." Then she gave him a kiss. Ricky went into school frowning. He was a boy. Why didn't people say he looked like his father? 1



That morning his teacher, Mrs. Cortez, brought out a large box from the closet and set it on her desk. She took out a hat and a *sarape*. She took out a sword and raised it toward the ceiling.

"Class, for our next unit we're going to do a play about **2** *Cinco de Mayo*. That's a holiday that celebrates the Mexican victory over the French army."

## Monitor Comprehension

**PAGES 394–395** Say: It looks as if the main character, Ricky, is on his way to school. He doesn't look happy. Read to find out more.

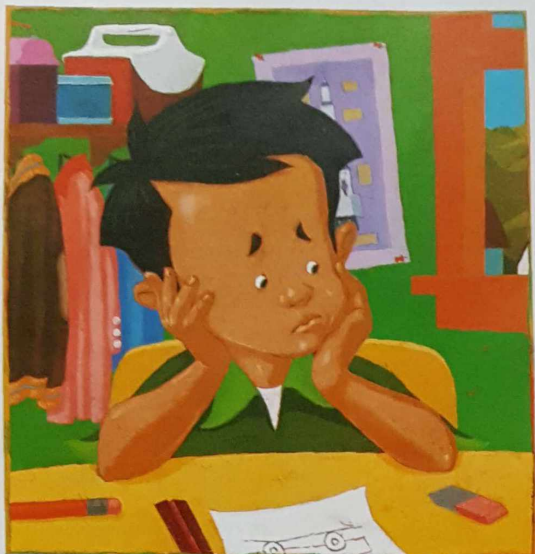
- 1 **MAKE INFERENCES** How does Ricky feel about being told he looks like his mother? How do you know? (Ricky doesn't like it. I know because he frowns and wonders why people don't tell him he looks like his father.)
- 2 **DRAW CONCLUSIONS** What will the class do with the things Mrs. Cortez is holding up? How do you know? (Possible response: The class will probably use the things in a play. I know because Mrs. Cortez tells the class they will do a play, and people use costumes and props in plays.)

Pick out questions that pertain to the story you have chosen. Make sure that you cover questions that use inferences, drawing conclusions, predictions etc.

**Comprehension—** Illustrate how to reread to make sense of a part of the story that you didn't understand when you read it the first time.

**Think Aloud** I didn't understand why Mrs. Cortez was taking out a hat, a *sarape*, and a sword. When I reread page 395, I see that she wants the class to put on a play. That helps me understand that the things she is holding up are probably going to be used in the play.





Mrs. Cortez looked around the room. Her eyes settled on Ricky. "Ricky, do you want to carry the sword?"

Ricky shook his head no.

"Do you want to wear this white shirt?" she asked.

Again Ricky shook his head no. And he shook his head to the sombrero, the captain's hat, the purple cape, the tiny Mexican flag. 1

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But when Mrs. Cortez took out a big, bushy mustache, something clicked. This time Ricky nodded yes. 3



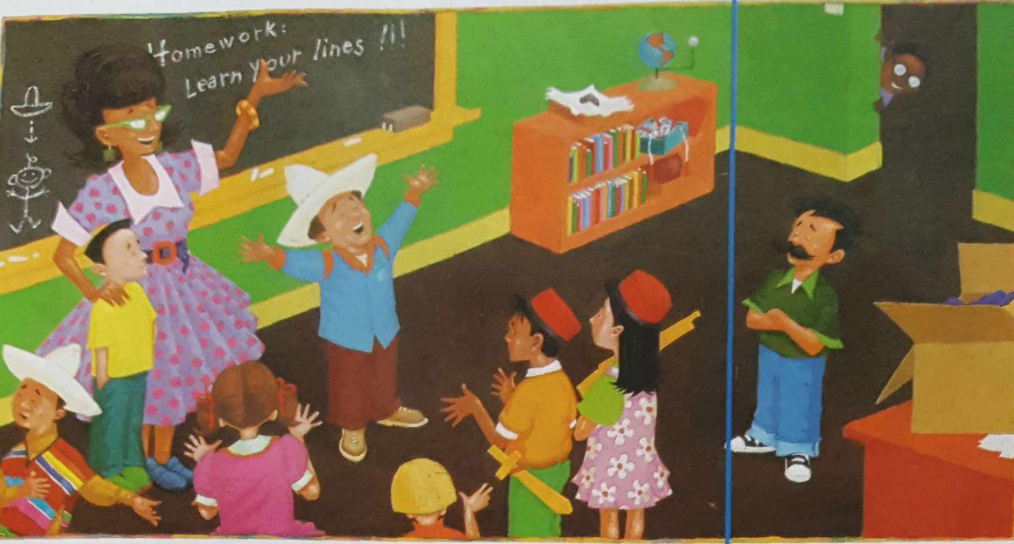
## Monitor Comprehension

PAGES 396–397 Say: Ricky doesn't look happy on page 396. Read to find out why.

- 1 **NOTE DETAILS** Why does Ricky look sad? (He doesn't like any of the costumes.)
- 2 **FICTION AND NONFICTION** What clues tell you that this selection is fiction? (Possible response: The illustrations are funny. The characters don't look like real people.)
- 3 **SPECULATE** Why do you think Ricky nods yes to wearing the mustache? What makes you think this? (Possible response: Maybe Ricky wants to look grown up. I remember that Ricky would like people to say he looks like his father.)

Use questions that are universal and can be used no matter which story you pick since this is a fiction story.





For the rest of the day, the class practiced their parts. Some of the children played Mexican soldiers. Some of the children played French soldiers. **1**

All the while, Ricky played with his mustache. It tickled his lip. It made him feel **tough**. **2**

When school was over, Mrs. Cortez told the class to leave the costumes in their desks.

Ricky took off his mustache. But instead of leaving it behind, he put it in his pocket. He wanted to take it home. He wanted to surprise his father when he got home from work. **3**

Maybe Mami will take a picture of us, he thought. We could stand next to each other in front of our new car.



Example: The Bladder Festival or Nakaciaq. This festival is the annual seal hunting harvest renewal ceremony and celebration held each year to honor the souls of the seals taken in the hunt during the past.

## Monitor C

PAGES 398–399 Say: Now mustache and the class is to find out what happens.

**1 NOTE DETAILS** What are the two groups of people in the play? (Mexican soldiers and French soldiers)

**2 MAKE INFERENCES** Why do you think that the mustache makes Ricky feel tough? (Possible response: The mustache is probably for a soldier in the play. I know soldiers are tough because they have to fight.)

**3 MAKE JUDGMENTS** Do take the mustache home? response: No, I don't want everyone to leave the following her direction

Look for a holiday or festival that students participate in or other Alaska Native Festivals that relate to the story you read. Many stories have nonfiction information in the back of the book about festivals or traditions. Find where the story took place on a map. Compare this to where you actually live. Discuss why this festival or holiday is important.

## PORTING STANDARDS

**Cinco de Mayo** Locate Mexico and France on a world map. Explain that Cinco de Mayo is a holiday celebrated in Mexico every year on May 5 to remember a time when the Mexican army won a big victory over the French army. Ask children to discuss why armies from different countries sometimes fight. Ask children whether they think that fighting is a good way to solve problems between people and countries







When Ricky walked to school, he carried the mustache not on his lip, but safely in his pocket.

It wasn't just a bushy disguise anymore, but a gift from his papi.



## Think Critically

- 1 Is "Big Bushy Mustache" fiction or nonfiction? How do you know? FICTION AND NONFICTION
- 2 How do Ricky's feelings change from the beginning of the story to the middle of the story? CHARACTERS' EMOTIONS
- 3 Why does the author include Spanish words in the story? AUTHOR'S CRAFT/WORD CHOICE
- 4 Why do you think Ricky will be more careful with his father's gift than with the mustache his teacher gave him? MAKE INFERENCES
- 5 **WRITE** Do you think Ricky will listen to his teacher next time? Use details from the story to explain your answer. SHORT RESPONSE

Make your own think critically page. Create your own questions that reflect on the book you have chosen.

## Think Critically

### Respond to the Literature

- 1  The selection is fiction because it is a made-up story with characters, a setting, and a plot. **FICTION AND NONFICTION**
- 2 Possible response: At first, the mustache makes Ricky feel tough, grown up, and happy. When he loses it, Ricky feels very sad and worried. **CHARACTER'S EMOTIONS**
- 3 Possible response: Gary Soto includes Spanish words to show that Ricky's family and some people in his neighborhood speak Spanish. **AUTHOR'S CRAFT/WORD CHOICE**
- 4 Possible response: Ricky will be more careful because this mustache was a gift from his father. **MAKE INFERENCES**
- 5  **WRITE** Possible response: I think Ricky will listen to his teacher next time. Ricky found out that bad things can happen when he doesn't listen to the teacher. He lost the mustache and worried about what he would tell his teacher. Also, his father told him to listen to his teacher next time. **SHORT RESPONSE**



## Meet the Author

## Gary Soto

Dear Reader,

When I write stories, I often use the neighborhood where I grew up to get ideas. Sometimes I even use my own family members as characters!

One of my favorite things to do is read. I also enjoy tennis, theater, basketball, traveling, and sometimes working in the garden.

Your friend,  
Gary Soto


[www.harcourtschool.com/storytown](http://www.harcourtschool.com/storytown)

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## Meet the Illustrator

## Joe Cepeda

Dear Reader,

When I illustrate stories, I read the story many times first. Then I draw the place where the story happens. I draw the people last.

I like to include inside jokes in all of my pictures. I often include my family in the background. Can you find my family?

Your friend,  
Joe Cepeda

417

## Meet the Author and Illustrator

**PAGES 416–417** Explain that these pages tell about the writer and the illustrator of “Big Bushy Mustache.” Point to the photograph of Gary Soto on page 416. Explain that often people become writers because they love to read good stories. Ask children why a love for reading might make someone want to become a writer. Then have children read Gary Soto’s letter.

Then point out the photograph of Joe Cepeda, on page 417. Ask children what they thought of Joe Cepeda’s illustrations for this story. Then have children read Joe Cepeda’s letter. Encourage children to look back through the selection to find Joe Cepeda’s family in the background of one of the pictures. They are standing behind Ricky when he is sitting on the curb (*Student Edition*, page 405).

Sometimes there is a blurb about the author and illustrator in the back of the book. This would benefit students. Project this on the board, read it together and discuss why someone might want to be a writer. If there is not a blurb in the back of the book about the author and illustrator look up the book online to get this information.





# Grammar

**Quick Write**

## Plural Possessive Nouns

**5-DAY GRAMMAR**

- DAY 1** Introduce Plural Possessives  
**DAY 2** Plural Possessives in Sentences  
**DAY 3** Identify Singular and Plural Possessives  
**DAY 4** Apply to Writing  
**DAY 5** Weekly Review

**Objective**

- To recognize and write plural possessive nouns in sentences

Change the plural possessive sentences to your own. The sentences you create could be things students say, experience, things you have experienced in the new community etc.

**Writing Trait**
**Strengthening Conventions**

**Punctuation** Use this lesson with children's own writing to build a foundation for revising/editing longer connected text on Day 5. See also *Writer's Companion*, Lesson 13.

Name \_\_\_\_\_

Plural Possessive Nouns Lesson 13

► Read each sentence. If it has a plural possessive noun, write *plural*. If it does not have a plural possessive noun, write *no*.

- Ricky likes his mother's eyes. no
- He also likes his father's mustache. no
- The second grade classes' plays were on Thursday night. plural
- The girls' costumes were fancy. plural
- The boys' costumes were army uniforms. plural
- Ricky just wanted to wear Mr. Cortez's big bushy mustache. no

Grammar Practice Book

▲ Grammar Practice Book, p. 45

**Review**

**WRITE PLURAL POSSESSIVES** Write the following sentences on the board.

**The teachers students put on a play.**

(The teachers' students put on a play.)

**The girls costumes were green.**

(The girls' costumes were green.)



Have children read aloud the sentences. Explain that you could also use a plural possessive noun to show ownership. Rewrite the sentences using plural possessive nouns. Then have children

The fishermans' nets were so heavy they ripped.

The boys' guns were used for hunting different animals.

The girls' kuspuks have a lot of frills.

**Practice/Apply**

**GUIDED PRACTICE** Write the following sentences on the board. Model how to rewrite the first sentence to show ownership. Then ask volunteers to tell how to rewrite the remaining sentences.

**Marco used the boys bats.** (Marco used the boys' bats.)

**Kitty watched the mices tails.** (Kitty watched the mice's tails.)

**My parents car is red.** (My parents' car is red.)



**INDEPENDENT PRACTICE** Have children write three sentences using plural possessive nouns. Children can share their sentences with a partner.

You can alter the guided practice however you would like. Students need to practice using plural possessives in a sentence though. Students will naturally make this place-based because they are talking about their experiences.



Day at a Glance

Day

1

**phonics and Spelling**

- Introduce: *r*-Controlled Vowel /ûr/  
ir, ur, er, ear
- Pretest

**Reading/  
Comprehension**

- Read-  
Rainf

**Fluency**

- Model Oral

**Robust Vocabulary**

Words from the Read-Aloud

- Introduce: *dappled, entranced, trooped, circled*

**Grammar**

- Intro

**Writing**

- Paragraph

# Warm-Up Routines



## Oral Language

**Objective** To listen attentively and respond appropriately to oral communication

### Question of the Day

What do you think a rain forest looks like?

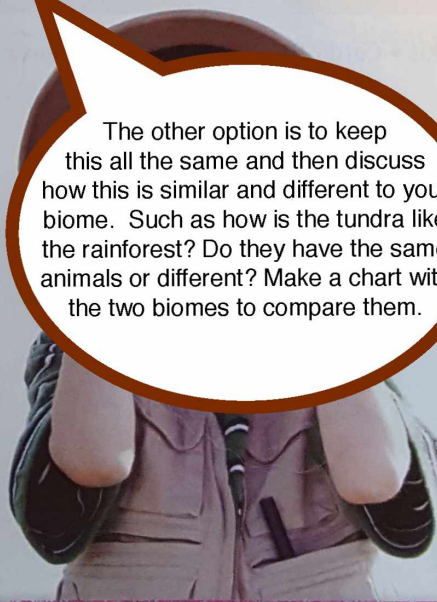
There are two ways you could change the topic. One by changing the rain forest to another biome that is found in your area or by comparing rain forests to your area. If you choose to research and read about the biome in your region then you need to alter the questions as well.

Help children talk about what a rain forest might look like. Record their ideas in a web. Use the following prompts:

- The words *rain* and *forest* are in the name *rain forest*. What do those words make you think you might see?
- If there is a lot of rain in a rain forest, what might the plants look like?
- What animals might live in and around the trees in a rain forest?

What does the tundra look like?  
What does the word tundra make you think you might see? What do you think the plants look like? What animals might live in and around the tundra?

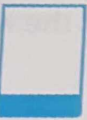
The other option is to keep this all the same and then discuss how this is similar and different to your biome. Such as how is the tundra like the rainforest? Do they have the same animals or different? Make a chart with the two biomes to compare them.







### Objective To listen



### TRANSPARENCY Transparency

Alter this to an article about your local biome. A short video about your biome would be helpful as well. You can find articles at the library, museums, encyclopedias, and if you plan ahead when you go in to a major hub, most stores have books about your local biome. Teacher tube and Youtube also have information you can easily access about your biome. National Geographic is a great resource for this lesson.

- **Set a purpose for listening.** Read the story aloud. Point out that good readers read groups of words rather than one word at a time.
- **Model fluent reading.** Read the story aloud. Point out that good readers read groups of words rather than one word at a time.
- **Discuss the selection.** Ask: **What does a rain forest look like?** (tall trees, wet and rainy)

Adjust your questions to be about your local biome.

**Fiction and Nonfiction**

**Rain Forests**

Have you ever wondered what a rain forest would be like? Picture trees that stretch so high you cannot see their tops. Raindrops fall onto the leaves of lush, green plants. Water drips from long vines. Birds squawk, monkeys chatter, insects hum, and frogs croak. These are some things you might find in a rain forest.

A rain forest is a woodland where more than 70 inches of rain falls each year. Rain forests are in many parts of the world. They are in cool places and in hot places.

Rain forests are a major source for fresh water. Rain forest plants make lots of oxygen. People need to breathe the oxygen to stay alive. Rain forests also provide people with resources for food, medicine, and building. Half of Earth's plants and animals live in rain forests. Rain forests are important to both people and animals.

Grade 2, Lesson 14 **R69** Comprehension

Transparency R69



### Word Wall

### Objective To read high-frequency words

**REVIEW HIGH-FREQUENCY WORDS** Remove from the Word Wall the cards for *wear*, *tough*, *woman*, and *young*, as well as other previously learned high-frequency words. Hold up a card at random, and ask children to read the word. Flip through the word cards several times.

The high-frequency words that I would use are: biome, climate, ecosystem, and tundra. These words are all found in the Tundra article that I chose to read.

woman

young

High-frequency words should be changed to words that are commonly used in the article or story of the day. Since you have already changed the article to be more place-based then you would adjust the high-frequency words accordingly.

A short article about the tundra can be replaced here. [www.nationalgeographic.com/environment/habitats/tundra-biome/](http://www.nationalgeographic.com/environment/habitats/tundra-biome/) is the website and the article Tundra is the one I would project and read aloud to them. I often use National Geographic kids for my nonfiction information.



# r-Controlled Vowel /ûr/ir,

## ur, er, ear

phonics

and Spelling

### Objectives

- To recognize

r-controlled

er,

- To

e

- To

kn

Use the same teaching concepts but adjust your words to be place-based. Change the wall cards with the spelling patterns to be more relatable. the picture should be an animal, plant, tree, place, etc that is in the area. Then write underneath it the spelling patterns you are learning.

### Skill Trace



#### r-Controlled Vowel

/ûr/ir, ur, er, ear

Introduce	Grade 1
Reintroduce	T294–T297
Reteach	S32
Review	T306–T307, T326–T327, T412
Test	Theme 3
Maintain	Theme 5, T286



Refer to *Sounds of Letters CD* Track 12 for pronunciation of /ûr/.

### Connect Letters to Sound

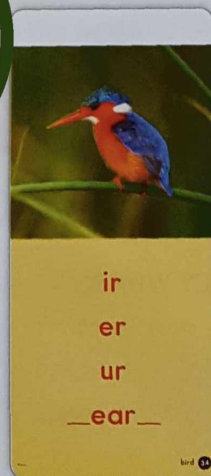


**WARM UP WITH PHONEMIC AWARENESS** Say the words *earth* and *urge*. Have children say the words. Say: **The words *earth* and *urge* begin with the /ûr/ sound.** Then say *shirt* and *nurse*. Have children say the words. Say: **The /ûr/ sound comes in the middle of the words *shirt* and *nurse*.** Have children say /ûr/ several times.



**CONNECT LETTERS AND SOUNDS** Display the *Sound/Spelling Card* for *ir*, *er*, *ur*, *ear*. Point to the letters *ir* and review their letter/sound correspondence. Say: **The letters *ir* can stand for the /ûr/ sound, the sound you hear at the end of the word *sir*.** Touch the letters *ir* several times, and have children say /ûr/ each time. Repeat the process for *er*, *ur*, and *ear*.

Say: The words *fern* and *dirt* both have the /ur/ sound in the middle of the word. Have children say /ur/ several times. The picture I would use for this example is an alder tree. Then list underneath it the *ir*, *ur*, *er*, *ear* blends.



▲ Sound/Spelling Card

## 5-DAY PHONICS

DAY 1	Reintroduce /ûr/ir, ur, er, ear
DAY 2	Word Building with /ûr/ir, ur, er, ear
DAY 3	Word Building with /ûr/ir, ur, er, ear
DAY 4	VCCV; Review /ûr/ir, ur, er, ear
DAY 5	VCCV; Review /ûr/ir, ur, er, ear

## Work with Patterns



**REINFORCE /ûr/ir** Write the following words on the board that each word has the letters *ir* in the middle of the word. For each word, and then have children read it with you.

girl	first
dirt	third
skirt	circle

Replace all of these spelling words with *er/ir/ur/ear* that are used in your community. Sometimes you can come up with ideas using google by searching the spelling pattern. Or you can type in animals, plants, Alaska Native games, bugs etc. and look for words using the spelling pattern.

**REINFORCE /ûr/er, ur** Repeat the procedure with the following words that have the letters *er* or *ur* in the middle.

clerk	burn	herd
hurt	person	turtle
serve	purple	

Keep the same spelling procedure so that students can see the pattern.

**REINFORCE /ûr/ear** Repeat the procedure with the following words that have the letters *ear* at the beginning or in the middle.

earnings	heard
earl	search

## BELOW-LEVEL

**Identify Rhyming Words** Help children identify words with the /ûr/ sound. Point out that some rhyming words with the /ûr/ sound may have very different spellings, such as *hurt*, *dirt*, *learn*, *turn*, and *bird*, *herd*.




# r-Controlled Vowel /ûr/ir, ur, er, ear

## phonics and Spelling

**r-Controlled Vowel /ûr/ir, ur, er, ear**

hurt	girl	hers	earth
pearl	perch	dirt	stir
third	curb	learn	birth
lurk	blurb	thirsty	earthquake



The girls curled their hair.  
Shirley will wash her dirty skirts and shirts.  
The dog jerked its leash out of Wilbur's hand.  
A fir tree and thirty birch trees grow in Bert's yard.  
I heard the bird on the perch in the birdcage chirp.  
Earl ate burnt toast for the thirteenth time this year.

Make your own decodable story up using people, places, animals, etc. that are in your area in addition to your spelling words in this story.

The short story I created is about a boy in South East Alaska. The story is relatable to students because they have probably experienced these things. I was trying to use as many ir, ur, er, ear words that students in South East Alaska have heard or used in everyday conversation. One day Ryan went on a walk with his grandma. While he was walking in the temperate rainforest he saw a salamander. Later, walking along the beach, a bird swooped down and ate a herring. While still walking he told his grandma how he wanted to become a hunter and fisherman like his dad when he grows up. Grandma said, "You have to be careful or you might get hurt." As the tide was going out grandma pointed out a sea cucumber. Ryan thought it was really squishy. He played with it for a while before returning it to the ocean.

Here are three example sentences. The boy found a sturgeon in his net.  
A herd of caribou ran across the tundra.  
The bird was a blue heron. I would then find pictures of these things or take pictures of these things to add to my worksheet. I try to keep the same directions with the worksheet in the book.

▲ Decodable Book 12: "A Birthday Surprise for Bird" and "Bertha the Sales Clerk"

Create three leveled worksheets that use the words you have chosen. You will want to take pictures or find pictures of items online to create your worksheet. Include people, places, events that are plausible for your area.






• Clarify any unfamiliar concepts as necessary. See *ELL Teacher Guide* Lesson 14 for support in scaffolding instruction.

BELOW-LEVEL

Name \_\_\_\_\_

Circle the sentence that goes with the picture.

- Don't get a barn!  
(Don't get a burn!)
- Roz is stirring.  
Roz is starring.
- This is a bead.  
(This is a bird.)
- Gil leans to swim.  
(Gil learns to swim.)
- The nurse helps.  
The nerve helps.
- A cat has fur.  
A cat is far.






ON-LEVEL

Name \_\_\_\_\_

Write the letter of the sentence that goes with the picture.

- F
- A
- H
- C
- B

- The girl twirls her skirt.
- Earth keeps turning.
- The bird perched in the birch tree.
- The nurse helps the hurt man.
- Our class learns about germs.
- The thirsty herd searches for water.
- Gert burns her loaf.
- Earl pets the purring cat.












ADVANCED

Name \_\_\_\_\_

Circle the two words that rhyme. Write another word that rhymes with them.

- far (her) stir fur
- heard bird cheered third
- curl pearl snarl girl
- carve curve swerve serve
- term farm firm germ
- thirst burst crust first
- learn barn turn burn
- squint hurt squin shirt
- birch peach search church
- nurse verse noise purse

▲ Extra Support, p. 100

▲ Practice Book, p. 100

▲ Challenge, p. 100



5-DAY SPELLING

- DAY 1 Pretest
- DAY 2 Word Building
- DAY 3 State the Generalization
- DAY 4 Review
- DAY 5 Posttest

## Introduce Spelling Words



**PRETEST** Say the first word and read the sentence. Repeat the word as children write. Have children check their spelling and have children check their spelling if they spelled it correctly or write the word for words 2–10.

Change your spelling words while still keeping the ur, ir, er, ear spelling patterns. Pick words that would be familiar to students. Create your own sentences using these spelling words.

### Words with r-Controlled Vowels

1. fur My cat's fur is soft.
2. shirt Rajiv bought a shirt.
3. burn Dad heated the soup slowly so it would not burn.
4. stir Dara helped Grandma stir the pancake batter.
5. bird The ostrich is the largest bird in the world.
6. turn Today it is Omar's turn to erase the board.
7. herd Devon saw a herd of cattle at her uncle's ranch.
8. third My family's apartment is on the third floor.
9. learn I want to learn how to surf.
10. search Everyone helped Ricardo search for his lost dog.

## Spelling Words

1. fur\*
2. shirt
3. burn
4. stir
5. bird
6. turn
7. herd\*
8. third
9. learn\*
10. search

## Challenge Words

11. perfect
12. birthday
14. circus
15. surprise\*

Forest Bables™

Spelling words: bird, herring, sturgeon, salamander, hunter, fisher, burn, herd, sea cucumber, hurt.

## ADVANCED

### Challenge Words

11. perfect A warm, sunny day is perfect for a picnic.
12. birthday Sonia's birthday is in October.
13. purple My favorite color is purple.
14. circus Mia saw elephants and clowns at the circus.
15. surprise Rafi's parents gave him a puppy as a surprise.

Make your own worksheet using the spelling words you have chosen.

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.  
Order may vary.

Words with /ür/ Sound Spelled ir

1. shirt
2. stir
3. bird
4. third

Words with /ür/ Sound Spelled ur

5. fur
6. burn
7. turn

Words with /ür/ Sound Spelled er

8. herd

Words with /ür/ Sound Spelled ear

9. learn
10. search

► Write your own words that have the /ür/ sound. Write them in the space below.

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Practice Book



# Focus Skill



## Fiction and Nonfiction

There are two main kinds of writing—fiction and nonfiction. **Fiction** is about made-up events and characters. A fiction writer wants to tell a story for you to enjoy. **Nonfiction** is about real events and real people or animals. A nonfiction writer wants to give you information.

The objective is to be able to tell if an article is fiction or nonfiction. Teach this concept. Give examples of nonfiction and fiction books. Change the article Tropical Trip to an article about a president that has visited Alaska. Online newspapers have articles about presidents who have visited Alaska. Encyclopedias also have information about presidents who have been to Alaska.

paragraph. What kind of writing is it? you tell?

### Tropical Trip

Theodore Roosevelt set out with America on October 18. He was on a trip to learn about jungles in Brazil. For two months, he explored a river that flowed through the rain forest. President Roosevelt traveled in canoes with his son, Kermit, and about twenty other people.



Fiction	Nonfiction

The Washington Post did a great job listing all the presidents and why they went to Alaska.

"George W. Bush, Feb. 16, 2002, Nov. 14, 2005, and Aug. 4, 2008

Bush is the only American president to live in Alaska -- for a few months in 1971 -- and as a wartime president, Bush devoted both of his multiple visits to addressing the troops at its two major Air Force bases.

On his first appearance at Elmendorf, referring to the Sept. 11, 2001, terrorist attacks, he said: "It's hard for me to figure out what was going through the minds of those who planned and attacked America. They must have thought we were soft."

"They were wrong!" an audience member cried out." (Juliet Eilperin August 25, 2015)

paragraph. What other details show this is?



www.harcourtschool.com/storyto

## BELOW-LEVEL

## ON-LEVEL

## ADVANCED

## ELL

Name \_\_\_\_\_

**Skill Reminder**  
Fiction stories are made up.  
Nonfiction is true and real.

► Read the passage. Then read the questions in the chart.  
Circle the right answer in the chart.

**Bush Babies**

Bush babies live in parts of Africa. They eat berries, fruits and flowers. They also hunt bugs and other small animals, even snakes! Bush babies get their names because they sound like a crying baby.

What type of writing is it?	How can you tell?
1. It is about real animals.	3. Bush babies eat berries. Bush babies can talk.
2. It is about made-up animals and people.	4. Bush babies eat small animals. Bush babies can change into snakes.
3. Fiction (nonfiction)	5. Bush babies live in America. Bush babies live in Africa.

Name \_\_\_\_\_

► Read the passage. Then answer the questions and complete the chart.

**Gila Monster Facts**

A Gila monster is a kind of lizard. It has blocky, bumpy skin with pink, yellow, or orange patterns. It has five toes on each foot with short, sharp claws. Gila monsters live in the southwestern United States. They get their name from the Gila Basin in Arizona. Dr. Don Beck studies Gila monsters at Central Washington University. He is looking for ways to protect these amazing animals.

What kind of writing is this?	How can you tell?
1. Is this passage about a real animal or about a made-up monster? <i>It is about a real animal.</i>	3. Name two facts about Gila monsters. <i>Gila monsters have bumpy skin. They have short, sharp claws.</i>
2. Is this passage fiction or nonfiction? <i>This passage is nonfiction.</i>	4. Name two real places from the passage. <i>The southwestern United States and Gila Basin, Arizona.</i>

Name \_\_\_\_\_

**An Animal Poster**

► Create a poster about an animal you choose.

**What You Need**

- a computer
- animal magazines
- library books
- poster paper
- lined paper
- pencil
- crayons
- paste

**What to Do**

1. Look through an animal magazine, or with your teacher's guidance, an animal website, or book, and choose an animal you find interesting.
2. Read about the animal. Write down the facts.
3. Write a nonfiction paragraph about the animal. Paste it on poster paper.
4. Draw a picture or find a photograph of your animal and paste it above the paragraph. Write and place a title for your nonfiction poster at the top.
5. Display your poster. Discuss with classmates how it is an example of nonfiction writing.

- Group children according to academic levels, and assign one of the pages on the left.
- Clarify any unfamiliar concepts as necessary. See *ELL Teacher Guide* Lesson 14 for support in scaffolding instruction.





# Listening Comprehension

## Objectives

- To set a purpose for reading
- To distinguish between fiction and nonfiction

This is an important reading skill to teach students. Use this reading strategy with whatever article you decide to use. When you replace an article make sure pick out the same genre of study.

## Band Fluency

**Focus: Phrasing** Tell children that good readers try to read groups of words that go together without pausing. They pay attention to punctuation marks to help them identify phrases.

Find a book or short story about the biome you live in. It should be a realistic fiction story. After the read aloud identify things on the board that are facts. Then list the events in the story that are similar to the things in real life. Discuss why your book is fiction.

**Clarify Vocabulary** Show children drawings and photographs to clarify unknown vocabulary. For example, if children do not know what a frog is, show *Picture Card 56* and say **This is a frog.**



frog

▲ *Picture Card 56*

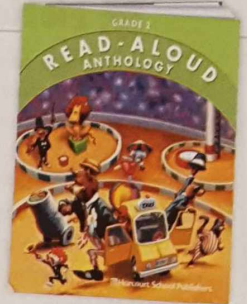
## Before Reading

**CONNECT TO PRIOR KNOWLEDGE** Tell children that they will listen to a story about a girl's first morning in a rain forest. Ask children to share what they know about rain forests.

Routine Card 2

### GENRE STUDY: REALISTIC FICTION

Tell children that the story, "Laurel's Rainforest," is realistic fiction. Remind them that realistic fiction stories are make-believe but may have parts that are like real life.



▲ Read-Aloud Anthology, "Laurel's Rainforest," p. 52

**Think Aloud** I know that Laurel is a made-up character, but she acts like a real person. She's taken airplanes, buses, and vans to reach the rain forest, which is a real place.

## After Reading

**RESPOND** Have children identify the things Laurel saw, heard, and did in the rain forest. List them on the board. Then ask children to identify events in the story that are similar to things in real life.



**REVIEW FICTION AND NONFICTION** Have children identify the characters and events in "Laurel's Rainforest" that are like people and events in real life. Discuss why this is a fiction selection. Then remind children that nonfiction is about real people and events.

Under *Alaska's Midnight Sun* by Deb Vanasse would be a great realistic fiction story that would be relatable to most students in Alaska. This story is about life on the tundra and how the sun does not set in Alaska during the summer.







# Build Robust Vocabulary

## Words from the Read-Aloud

### Teach/Model

Routine  
Card  
3

**INTRODUCE ROBUST VOCABULARY** Use *Routine Card 3* to introduce the words.

- Put the word in **selection context**.
- Display Transparency **Student-Friendly Explanation**.
- Have children **say the word** and **act with the word's meaning**.
- Use the word in other **contexts** to **reinforce the word's meaning**.
- Remove the transparency. Say the **Student-Friendly Explanation** again, and ask children to **name the word** that goes with it.

In this instance I would use vocabulary words that students would need to know in order to understand the read alouds. For example use tundra, biome, climate, ecosystem for your vocabulary words. Include pictures in your examples as this will help students remember what the words mean.

### Objective

- To develop robust vocabulary through discussing a literature selection

Tested

INTRODUCE

Vocabulary: Lesson 14

dappled

trooped

entranced

circling

Pick four words that students might not know the meanings to in the read aloud you chose. Give students the definition and an example sentence.

Student-Friendly Explanations

#### Student-Friendly Explanations

dappled	If something is dappled, it has spots, streaks, or patches of different colors or shades.
entranced	If you are entranced by something, it has delighted or amazed you.
trooped	If you trooped someplace, you moved along with a group of people.
circling	If something is circling you, it is moving around you.
adorable	If something is very cute, it is adorable.
assortment	If you see a variety or mixture of things, you see an assortment.
habitat	If a plant or an animal lives in a particular place in nature, that is its habitat.
immense	If something is really big or huge, it is immense.

Grade 2: Lesson 14

R74

Vocabulary

Transparency R74

### Practice/Apply

**GUIDED PRACTICE** Ask children to use the vocabulary to describe a sight that *entranced* them.





# Grammar

## Pronouns

Quick  
Write

### 5-DAY GRAMMAR

DAY 1 Pronouns

DAY 2 He, She, It, We, They

DAY 3 Using I and Me

DAY 4 Apply to Writing

DAY 5 Weekly Review

### Objectives

- To recognize and use pronouns
- To identify the noun that a pronoun takes the place of

### Daily Proofreading

Did Kim say...

The lesson should stay the same. You only need to adjust your examples to be place-based.

Write

### Strengthening Connections

### Parts of Speech

Use this short lesson with children to build a foundation for editing long sentences. Day 5.

▼ Study Identify the noun and find the pronouns.

Take parts of the read aloud that you chose and copy them onto the board.

I you he she it

1. Dad had sent Laurel pictures of a tree sloth. \_\_\_\_\_ had sent Laurel pictures of a tree sloth.
2. The tree sloth hung from a branch. \_\_\_\_\_ hung from a branch.
3. Mom, Dad, and Laurel saw many animals in the rain forest. \_\_\_\_\_ saw many animals in the rain forest.
4. Laurel heard animals, too. \_\_\_\_\_ heard animals, too.

Students should still apply what they are learning and practice it.

### Teach/Model

**INTRODUCE PRONOUNS** Explain that a **pronoun** is a word that takes the place of a noun. Review that nouns are words that name people, places, things, and animals. Write the pronouns *I*, *he*, *she*, *it*, *we*, and *they* on the board. Read them aloud. Tell children the following about pronouns:

- Use *me* to tell about yourself. Capitalize *I*.
- Use *he* to tell about a man or boy and *she* to tell about a woman or girl.
- Use *it* to tell about an animal or a thing.
- Use *they* to tell about more than one.
- Use *we* to tell about yourself and someone or something else.

Then write on the board these sentences from "Laurel's Rainforest" (*Read-Aloud Anthology*, p. 52):

**Laurel yawned and stretched.**  
**She thought she knew how Dashe**

Read aloud the first sentence, and identify the pronoun. Then read aloud the second sentence, and identify the pronoun (*She, she*). Explain that each *she* takes the place of the noun *Laurel*.

You will need to create a new worksheet that you do with your students. This worksheet should use community members names and experiences. Have students alter the sentences using I, you, he, she it.

### Guided Practice



**READ PRONOUNS** Display Transparency LA29. Have children read the pronouns. Then read aloud item one. Point out the underlined noun *Dad*. Then complete the sentence with the pronoun *He* to take the place of *Dad*. Complete the remaining items together, eliciting responses from volunteers.

### Practice/Apply

**WRITE PRONOUNS** Have children write three sentences using pronouns. Ask volunteers to read their sentences aloud.

Transparency LA29





# Writing

## Paragraph That Gives Information

### 5-DAY WRITING

DAY 1 Introduce

DAY 2 Prewrite

DAY 3 Draft

DAY 4 Revise

DAY 5 Revise

Keep the same objectives.

### Teach/Model

#### INTRODUCE "PARAGRAPH THAT GIVES INFORMATION"

Display **Transparency LA26** or write the paragraph on the board. Explain that this paragraph was written by a child to give information about a game. Read aloud the paragraph, and discuss how it is organized. Work together to develop a list of characteristics. Display it for children to refer to on Days 3–5.

#### Paragraph That Gives Information

- The paragraph gives information about a real topic.
- The first sentence tells the main idea.
- The other sentences give more information about the main idea.
- Some of the sentences may tell what to do in the correct order, or sequence.

Keep this how-to write an informational paragraph. This will help students write their paragraph.

#### Writing Prompt

**Independent Writing** Have students draw and write about a game they played recently, using this sentence starter: *My neighborhood's favorite game to play is \_\_\_\_\_.* Point out how the 's is used in neighborhood's.

WRITING TRAIT

VOICE

writer

show they like their topic

Model the main-idea. Ask students for topic ideas. Take a student's topic idea and create a sentence. This way you know it is relatable to students.

The blanket toss event is fun.

Rewrite your own paragraph about a game that students play. If you do not know any ask the students, aides, or community members. The library often has games displayed in glass cases.

### Guided Practice

**MODEL WRITING** Model writing a main-idea sentence, such as, "Jacks is a fun game to play." Have children use this sentence frame to share their own main-idea sentences:        is fun to play.

### Practice/Apply

**MAKE WORD WEBS** Have children make word webs with "Games" in the center. In the outer circles, they can write words about games. Tell them to share their word webs with a partner and save them for use on Days 2–5.

In the middle you can write events. Then ask students to list all the different events that happen in the community. Write these in the outer bubbles.

The blanket toss is a traditional Inupiaq event during Nalukataq or the Whaling Festival. The blanket toss is performed when the men bring home a whale. Dancing and drumming begin this event in honor of those who brought the whale home. Then begins the blanket toss. People jump as high as they can without losing balance coming back down while throwing gifts out to the community. Your turn ends when you lose your balance.

#### Kickball

Kickball is easy and fun to play. The teams take turns kicking the ball. The pitcher rolls the ball and one player kicks it. Then the kicker tries to run to first base without getting tagged. A run is scored when a kicker goes around the bases to home plate.





# Writing

## Paragraph That Explains

### 5-DAY WRITING

DAY 1 Introduce

DAY 2 Prewrite

DAY 3 Draft

DAY 4 Revise

DAY 5 Revise

When altering a writing lesson think about what students' experience in their community. If you are unsure about what students' experience go walks, participate in community events, ask community members questions and spend time with student outside of school.

**WHAT EXPLAINS** Display a paragraph that this paragraph was about a tadpole is. Read it aloud. Discuss for a paragraph that to on Days 3–5.

### Paragraph That Explains

- The topic sentence tells about the main idea.
- The other sentences give more details about the main idea.
- The writer may do research to find facts.



Keep the how-to write a paragraph so that students know what you are looking for.



### Writing Prompt

**Reflect** Have children write about something that changes during the school year.

I would alter this lesson by having students write about something that changes during different seasons such as during summer students go to fish camp.

### WRITING TRAIT

**CONVENTIONS** Point out that the writer uses correct grammar, punctuation, and spelling. Discuss how the writer often used *it* to replace *tadpole*.

Make up your own paragraph that students are able to understand better. Use an animal that they have in their community: bear, moose, caribou, salmon, white fish, beaver etc.

### Guided Practice

**DRAFT A SENTENCE THAT EXPLAINS** Model writing a main idea sentence that explains an object, such as "An elephant's trunk is useful in many ways." Talk about how the sentence explains the object. Then have children share sentences that explain an object or an event.

A caribou's hair is useful in many ways.

When giving an example of a main idea use something relatable to the students such as an animal, plant, or event that students know a lot about.

Did you know that salmon start out as a tiny egg? A salmon grows inside an egg usually in lakes or rivers. Once a salmon egg hatches it is called an Alevin. As this tiny fish grows it becomes a fry. Fry are no bigger than the tip of your finger. These salmon continue to feed and grow into a parr. When the fish grows as big as the size of your finger it is a smolt. When salmon are adults they swim out into the ocean.

### Tadpoles

A tadpole may look like a small fish as it swims, but it is really a young frog or toad. A tadpole has a round head and a long, flat tail. As a tadpole grows, it begins to change. It grows hind legs and front legs. Its tail gets shorter. The shape of the tadpole's head and the way it breathes change, too. In time the tadpole no longer looks like a fish. It has grown up and looks like a frog or a toad.





# Learning About Communities

CHAPTER

1

## Chapter 1 Preview

PAGE 13

### Preview Vocabulary

**2** Direct students' attention to the three vocabulary words and the pictures that go with them. Ask students to use the visuals to help them guess the meaning of each word. Have students look for the words and learn their definitions as they read the chapter.

### Preview the Chapter

**Access Prior Knowledge** Invite students to talk about the people, places, and things that are a part of the place where they live. Explain that in this chapter, students will read about what makes up communities.

**3 Visual Literacy: Picture** Tell students that this photograph shows Main Street in Easton, Maryland. Explain that Easton is different from other communities because it has its own unique history, businesses, people, and land.

How is Easton like your own community?

**A Possible response:** it has roads, cars, people, sidewalks, stores, and trees.

#### TIMELINKS: Interactive Time Line

Remind students to add people and events for each lesson in this chapter to the TimeLinks: Interactive Time Line.



Keep the section, preview vocabulary, as it is important so that students understand the material. Also keep the accessing prior knowledge piece as well.

Many students will not be able to relate or even understand this example. Anchorage, Fairbanks, Bethel, Juneau and Tok are all big hubs that some students travel to. Google Earth is a good resource for this. Compare and contrast their community to pictures of the main hub that is close to their community.

#### BACKGROUND

**Photograph** Easton, Maryland has been a town since 1710. However, it was not always called Easton. For 77 years, it was called Talbot Court House. Today, Easton is known for its farming and manufacturing. The town is home to one of the oldest churches in the United States.



## Lesson 1

PAGES 14–19

### OBJECTIVES

- Understand that citizens are part of a community and culture.
- Explain how people in a community depend on one another.
- Recognize that communities use rules and laws to keep people safe.

### VOCABULARY

**community** p. 14    **museum** p. 17  
**citizen** p. 14    **law** p. 18  
**culture** p. 15    **government** p. 19  
**business** p. 16



### COMPARE AND CONTRAST

pp. 4–5, 15, 19

### RESOURCES

Homework and Practice Book, p. 1; Reading Support and Intervention, pp. 2–5; Success for English Learners, pp. 2–5; Vocabulary Transparency 1-1-1; Focus Skills Transparency 1; Compare and Contrast Graphic Organizer Write-On/Wipe-Off Card; Unit 1 Audiotext CD Collection; Internet Resources

## 1 Introduce

**What to Know** Have a volunteer read the lesson title. Explain that people who live or work in the same place form a community. Ask students to look for answers to the question as they read.

**Build Background** Help students describe their community—its people, stores, and other places. Ask them to talk about how they belong in their community, such as through sports teams, clubs, and other groups.

14 ■ UNIT 1

## Lesson 1

# What Is a Community?



### What to Know

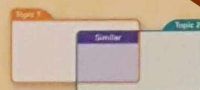
What is a community?

### Vocabulary

**community** p. 14  
**citizen** p. 14  
**culture** p. 15  
**business** p. 16  
**museum** p. 17  
**law** p. 18  
**government** p. 19



### Compare and Contrast



14 ■ Unit 1

Like most people, you live in a community. A **community** is a group of people who live and work in the same place.

People live in communities all over the world. One reason they live in communities is that they like to be with others. In a community, people feel that they belong.

The people who live in and belong to a community are called **citizens**. Citizens are part of a community.

► Like many communities, New York City, New York, is made up of many groups of people.

Preview the vocabulary words as well as going over them during the main lesson. English Language Learners may need more direct instruction and support learning new vocabulary words.

## Practice and Extend

### Express Path



When...

### EXPRESS PATH

This is a great idea and is place-based.

I would also have students create their own maps of their community.



## Many People, One Community

- 2** The citizens of a community may belong to different groups. They may have different cultures. A **culture** is a way of life shared by members of a group. What people eat, how they speak and dress, and what they believe in are parts of their culture.

### Sharing Cultures

Most communities have people from more than one culture. People often bring some of their culture to a community. They share their foods, clothing, music, and art. When a community has different cultures, people can enjoy other ways of life.

#### Reading Check **Compare and Contrast**

What is one way communities are alike? Many communities have people from more than one culture.

Read the article aloud. Explain that there are different cultures in any given community. In rural Alaska there is usually only one culture. Teachers in rural Alaska are usually the only ones to have a different heritage. This would be something beneficial to explain to your students.

Have students list what their culture is like. Then describe someone else's such as your own. Bring in pictures, clothing, videos and more to show other cultures.



- 2 Culture** Explain that people in communities belong to many different groups. Discuss some of these groups, such as family, school, clubs, cultural groups, sports teams, and church groups. Explain that various human needs are met through interaction in and among these social groups. Explain that people also belong in their country as well as in their community—they are citizens of both.

## VOCABULARY

### Vocabulary Transparency

#### MINI-GLOSSARY

**community** A group of people who live in the same place. p. 14  
**citizen** A person who lives in and belongs to a community. p. 15  
**culture** A way of life shared by members of a group. p. 15  
**business** An activity in which workers make or sell goods. p. 16  
**museum** A place that keeps and displays objects. p. 17  
**law** A rule that a community makes. p. 18  
**government** A group of people who make laws for a community. p. 19

#### Word Work

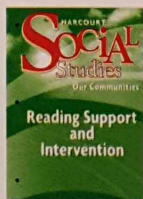
1. **community**  
**ROOT WORDS** What is the root word of community?  
 community
2. **citizen**  
**SYNONYMS** Which of the words means about the same as citizen?  
 animal library resident
3. **culture**  
**MULTIPLE-MEANING WORDS/USE REFERENCE SOURCES** Use your dictionary to find another meaning for culture.  
 Answers will vary. Possible answer: an appreciation for the arts.
4. **business**  
**SUFFIXES** Add a suffix to business to make a new word.  
 Answers will vary. Possible answer: businessperson
5. **museum**  
**CLASSIFY/CATEGORIZE** Where would you categorize museums, under places or objects?  
 places
6. **law**  
**WORD FAMILIES** Are law and joyful in the same word family? How do you know?  
 Yes, they are in the same family because they share the same root.
7. **government**  
**CONTEXT CLUES** Use government in a sentence to show its meaning.  
 Answers will vary. Possible answer: The city government meets every month to discuss current issues.

TRANSPARENCY 1-1-1

## READING SUPPORT/INTERVENTION

For alternate teaching strategies, use pages 2–5 of the Reading Support and Intervention book to:

- reinforce **vocabulary**
- build **text comprehension**
- build **fluency**

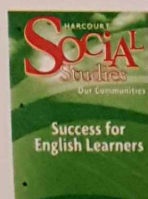


Reading Support and Intervention

## ELL ENGLISH LANGUAGE LEARNERS

For English Language Learners strategies to support this lesson, see Success for English Learners pages 2–5.

- English-language development activities
- background and concepts
- vocabulary extension



Success for English Learners



## Depending on One Another

**CONTENT FOCUS** People in a community depend on one another.

### Express Path

Ask pairs of students to work together to find the answer to Reading Check question.

**3 Economics** Explain that people in a community depend on businesses for their needs and wants. Discuss businesses that students depend on in their own communities.

**Q** What businesses do you depend on in your community?

**A** Possible answers: grocery stores, clothing stores, sporting goods stores

**4 Economics** Explain that businesses also depend on people in a community. Discuss what might happen to a business if people did not buy their things there.

**5 Visual Literacy: Pictures** Direct students to look at the images of the stores on page 16. Compare wants and needs in the pictures.

**Culture** Have students discuss how various human needs are met through interaction in and among social groups. They should talk about how their needs for interaction are met through their family groups, their school, their teams, and clubs.

## Depending on One Another

People in a community depend on, or count on, one another. They depend on police and firefighters to keep them safe. People also depend on stores and businesses. In a **business**, workers make or sell goods and services for others.

Businesses help people in communities meet their needs. For example, a television is something that people would like to have. A place to live are all needs. Businesses provide jobs for people in a community. The money people earn from working can help them buy things they need. In turn, businesses depend on the community to buy what the businesses sell.

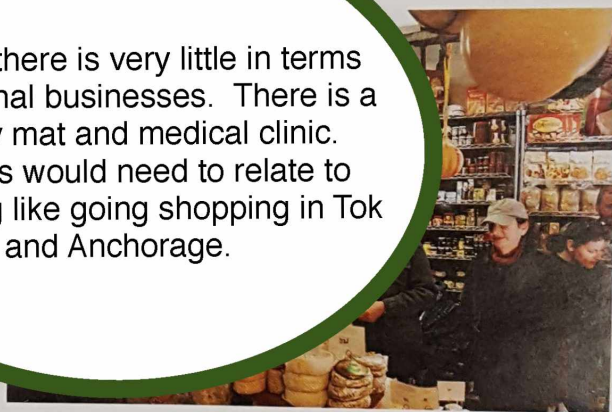
### Generalize

People in communities depend on one another? How do businesses and other people for their wants and needs?

Businesses for the things they want

This is not true in rural Alaska. You may want to read this and explain how in western communities this may be the case. Then ask students to describe how their community contributes or helps each other. In traditional Alaska Native communities there were not businesses. They helped each other live off the land.

In Tetlin there is very little in terms of traditional businesses. There is a laundry mat and medical clinic. Students would need to relate to something like going shopping in Tok and Anchorage.



## Practice and Extend

### INTEGRATE THE CURRICULUM

**LANGUAGES** Remind students that people of different cultures live in a community and that their native language may be different from English. Invite students who are bilingual to share some basic words in their native language. Words could include *hello*, *good-bye*, and *thank you*. Encourage students to practice saying these words to each other. **Learn Basic Terms**

### INTEGRATE THE CURRICULUM

**MATHEMATICS** Set up a general store with school supplies and a cash register. Have students label prices on the items. Ask a volunteer to work at the cash register. Give students play money and invite different students each day of the week to visit the store to purchase an item. Assist students with purchasing their items and help the cashier make change when necessary. **Computation**





## Coming Together

Most communities have places where people can come together. Schools are places where people can learn. People can also learn by using books and other materials at a library.

Communities have places where people can spend their free time. These may include parks, community centers, and playgrounds.

6 Some communities have interesting places to visit. Theaters may offer movies, plays, and concerts. A community might also have museums. People visit a **museum** to see objects from other places and times, such as clothing from the past. They can also see art there.

### Reading Check Main Idea and Details

In what places in a community do people come together? **schools, libraries, parks, community centers, playgrounds, theaters, museums**

The examples listed in this lesson are not relatable to rural Alaskan students. Many rural Alaskan communities do not have libraries, museums or parks. Use examples that are relatable in the community you are in. Such as potlatches, weddings, church, festivals, hunting are gathering days with your family.

People come from many villages to visit family. Potlatches are one way that Athabascan people get together in their communities.

The Guggenheim Museum

Chapter 1 ■ 17

## Coming Together

**CONTENT FOCUS** Communities have places where citizens gather, such as schools, parks, and community

work together  
Reading

Students to identify community groups meet, community centers, libraries, and schools. Students should also recognize the individuals have in various

How do people come together?  
to have fun; to play

### Geography Display

Local community with places of interest labeled. Invite students to name places where people might gather to learn, to have fun, and to see interesting things. Circle these places on the map.

### INTEGRATE THE CURRICULUM

**READING/LANGUAGE ARTS** Remind students that the main idea is the most important idea in a selection of text. Explain that details support the main idea. Have students reread page 17. Ask a volunteer to identify the main idea. Write the main idea on the board. Then invite volunteers to list supporting details below it. Discuss how each detail supports the main idea. **Identify Main Idea**

### ELL ENGLISH LANGUAGE LEARNERS

Have students work in pairs to identify places where people come together in a community.

**(Beginning)** Have students find pictures of schools, playgrounds, and parks in local newspapers.

**(Intermediate)** Have students name places in the pictures that you show them.

**(Advanced)** Have students give an example in a complete sentence.

### REACH ALL LEARNERS

**Special Needs** To help students understand community groups, have them find places where community members gather in the text on page 17. Ask students to list these places on a sheet of paper. Then have them draw a picture of people gathered in one of these places.



Following Rules and Laws

**CONTENT FOCUS** Communities have rules and laws that help keep people safe. Members of government make the laws.

Express Path

Have students examine the pictures and captions on page 18. Use the pictures as a springboard to discuss the main idea of this section.

**7 Civics and Government** Discuss classroom rules with students. Create a two-column chart on the board.

Keeps Us Safe	Maintains Order

Ask: *What are some rules that keep us safe?* Write their suggestions under the appropriate heading in the chart. Then ask: *What are some rules that help maintain order in our classroom?* Complete the chart with their answers.

**8 Visual Literacy: Picture** Have students look at the photograph on pages 18 and 19.

- Q What rules and laws are being followed in this picture?
- A Possible answers: wearing helmets; walking in crosswalks; stopping at stop signs

**Civics and Government** Invite students to share some family rules. Lead a discussion about the need for rules at home.

Following Rules and Laws

Most of the time, people get along with one another. Sometimes they do not. Families often make rules to keep order and peace in their homes. At school, teachers have rules to help students learn and stay safe. Raising your hand is an example of a rule. Rules tell students how to behave. Rules. The rules that a community. Laws keep people safe. Laws keep people travel

Read the article about following rules and laws as well as create the chart on the board. Go over rules that students have at their home and why they think they have these rules. There are typically no street signs or street lights in rural communities.



Change the pictures to ones that you take of the community around you. Then ask what rules are being followed in the picture. There will not be any crosswalks, stop signs etc to use as examples. Ask the village council for traditional values in addition to rules and laws that are to be followed.

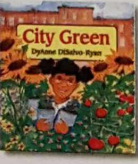
ALL LEARNERS

**Guided Practice** Lead a discussion about government.

**Basic** Have students discuss the difference between a rule and a law.

**Proficient** Have students explain the purpose of government.

**Advanced** Have students identify a problem a community might have. Have them discuss how government can help solve the problem.





### A Community Government

Most communities have a government to make laws and see that they are followed. A **government** is a group of people that makes laws for a community, a state, or a country. In many communities, citizens choose the members of government. Government members meet to talk about and solve problems.

**Reading Check Main Idea and Details**  
What is one thing that members of the government do? *make laws*

**Summary** Communities are places where people feel that they belong. People of different cultures live and work in communities. As citizens, they follow rules and laws.

Read this as well as explain their own government. The tribal council is a form of government. Ask if someone from the tribal council could come in and talk to the students about how it works and what they do.

I would alter some of these questions to be more about village rules, traditions and guidelines and what the tribal council does. All of this information you can find if you go to the tribal hall office and ask.

### Review

- What to Know** What is a community?
- Vocabulary** Write a sentence that includes the word **government**.
- Culture** What are some ways of life that make up your culture?
- Critical Thinking** What might life be like in a community without businesses?
- Make a Word Web** Make a word web of a community. Include everything that can be found in a community.

Chapter 1 ■ 19

## Close

### Summary

Students read the summary and write the main points in their journals.

A community is a place where people live and work.

A community has rules and laws for citizens to follow to keep them safe.

### Assess

#### REVIEW—Answers

- What to Know** A community is a group of people who live and work in the same place.
- Vocabulary** Possible answer: A **government** makes laws.
- Culture** Students should mention kinds of clothing, food, music, language, or beliefs.
- Critical Thinking** Possible answer: Wants and needs might not be met.
- Make a Word Web—Assessment Guidelines** See Performance Rubric. This activity can be used with the Unit Project.
- Compare and Contrast** Similar section: keep people safe, maintain order

Use Focus Skills Transparency 1 or Compare and Contrast Graphic Organizer Write-On/Wipe-Off Card.

### HOMEWORK AND PRACTICE

#### What Is a Community?

**Directions** The illustrations below show places and people that can be found in a community. Draw a line to match each place or group of people with the description that explains its role in a community.



store



government



library



museum



citizens

1 a place where people can learn by using books and other materials

2 a place where people can see objects from other places and times

3 a place where people can get some things they want

4 people who live and work in a community

5 a group of people who make laws and see that they are followed

PAGE 1

### PERFORMANCE RUBRIC

#### Score 4

- lists all things that can be found in a community
- has no spelling errors

#### Score 3

- lists most things that can be found in a community
- has few spelling errors

#### Score 2

- lists some things that can be found in a community
- has some spelling errors

#### Score 1

- lists few or no things that can be found in a community
- has many spelling errors



## Common Core

## Domain

Operations and Algebraic Thinking

## Cluster

Represent and solve problems involving addition and subtraction.

## Standard

**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

## Mathematical Practices

- ✓ Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasons of others.
- ✓ Model with mathematics.
- ✓ Use appropriate tools strategically.
- ✓ Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Writing Addition Number Sentences

## Quick and Easy

## Lesson Overview

Objective	Essential Understanding	Vocabulary
Children will join two groups and write addition number sentences to tell how many in all.	Parts of a whole is one interpretation of addition. Addition number sentences can be used to show parts of a whole.	<b>part</b> <b>whole</b> <b>add</b> <b>sum</b> <b>addition sentence</b> <b>plus (+)</b> <b>equals (=)</b>

You will need to pre-teach the vocabulary. Many rural Alaska students are English Language Learners. They will need more time to learn these words and what they mean.



PROFESSIONAL DEVELOPMENT

## Math Background

This lesson focuses on using symbols to add. A number sentence (symbolic equations), such as  $5 + 2 = 7$ , is one way to express addition. This lesson reinforces the importance

of making the transition from models to symbols. It also emphasizes the use of the equal sign.

## 1 Daily Common Core Review

**Daily Common Core Review**

Name \_\_\_\_\_

1. Which is less than 20 songs?  
☒ A 19 songs  
☐ B 20 songs  
☐ C 21 songs  
☐ D 22 songs

2. Find the sum.  
 $5 + 2 = \underline{\quad}$   
☐ A 6  
☒ B 7  
☐ C 9  
☐ D 10

3. Write an addition sentence for the picture.

$2 + 3 = 5$

4. Write an addition sentence.  
 Turn face 3 black markers and 1 gray marker.  
 How many markers does the horse in all?

$3 + 1 = 4$  4 markers

## Content Reviewed

- Exercise 1 Compare Numbers  
 Exercise 2 Add Whole Numbers  
 Exercise 3 Write an Addition Sentence  
 Exercise 4 Solve an Addition Problem

I spotted one moose on my walk.  
 Later, I saw two more laying down  
 sleeping. How many did I see in all?

The concepts that are being reviewed should stay the same. However, you will need to alter the worksheet to be less wordy and more about the numbers. Also allow students to use real life objects to figure out the problem if needed. Change the example pictures to fish, moose, kuspuks, ulus, etc.

Also available in print



10–15 min

## Problem-Based Interactive Learning

**Hands-On Minds-On**

**Overview** In this activity, children will show word sentences with cubes and then record them.

**Focus** How can word sentences be used to show parts and the whole?

**Materials** Connecting cubes (or Teaching Tool 1) (9 red and 9 blue per pair), small paper bag (1 per pair)

**Vocabulary** **part**, **whole**

I would keep this the same because it is a concrete example.

**Set the Purpose** *You have learned about parts of numbers. Today, you will learn how to join parts of numbers to find how many in all.*

**Connect** Ask 3 boys and 2 girls to stand together. *How many boys? How many girls? How many children in all?* Discuss how the whole group is made up of two parts.

Under “set the purpose” I would reword this to be less confusing. Today you will learn how to put two groups of things together to get a new total.

**Pose the Problem** Have children work in pairs. Give each pair a bag with 18 cubes (9 red and 9 blue). *How can you show 3 plus 2 using your connecting cubes and the workmat?* Allow time for children to work with the cubes. Invite volunteers to share their work.

**Model/Demonstrate** *How can you show 3?* [Sample answer: with 3 cubes of one color] *How can you show 2?* [Sample answer: with 2 cubes of the other color] Draw a sample workmat on the board. Then draw 3 squares on the left and 2 squares on the right. *How can you find how many in all?* [Count all the cubes] Write 3 and 2 is \_\_\_ in all on the board. *3 and 2 is how many in all?* [5] Write 5 on the board.

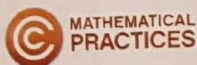
**Academic Vocabulary** *There are two groups of cubes. Each group is a **part**. The two parts together make a **whole**.*

**Small-Group Interaction** Have children work in pairs. Give each pair a bag with 18 cubes. Have each pair take a handful of cubes from the bag.

Guide the children to organize their cubes into groups by color using the workmat. Then direct children’s attention to the bottom half of the page and ask them to count the cubes, then record the parts and the whole as a word sentence in Item 1. Have children repeat the activity and complete Item 2.

Instead of using linking cubes you can use a variety of different resources to teach the same lesson. You could do a walking field trip to gather items or you can collect these items on your own time. Some great items to use for this lesson would be: pine cones, leaves of trees, berries, and flowers.

You can keep the same equations and numbers used. Alter the resources. Also make sure to go over vocabulary words such as part and whole more than once to give your ELL students a chance to learn the information.



**MP.5 Use Appropriate Tools**

Connecting cubes will help children understand how two parts equal a whole.



Show 3 red cubes. *How many red cubes do I have?* [3] *How many blue cubes?* [0] Then ask children to write this as a word sentence. [3 and 0 is 3 in all.]



### 3 Develop the Concept: Visual

#### Visual Learning

How many cubes are there in all?



Have a volunteer read the question. *How can you find the answer?* [Sample answer: count the cubes; add]

Make 2 groups of cubes. Each group is a **part**.



The 2 parts together make the **whole**.

These 2 groups are **parts**. How many red cubes? [4] How many yellow cubes? [8] When you put the parts together, you find how many cubes there are in all. This is called the **whole**.

Keep the main idea and the "visual learning" piece. Change the pictures to be things that students see in their community. You can get images off of the internet or take pictures yourself. Make up your own worksheet with these pictures. The numbers can stay the same.

#### 1 Visual Learning

**Set the Purpose** Call children's attention to the **Visual Learning Bridge** at the top of the page. *In this lesson, you will learn how to write an addition number sentence to show how two parts make a whole.*

**Animated Glossary** Children can see highlighted words in the Online Student Edition.

**part, whole, add, sum, addition sentence, plus (+), equals (=)**

pearsonrealize.com

#### 2 Guided Practice

Remind children that the number after the equal sign is the **sum**.

Exercise 4

##### Error Intervention

**If** children do not understand that the equal sign means the two parts are the same as the whole,

**then** have them use counters to first find the sum with the counters in distinct groups [6 and 5] and then joined together [11].

**Do you understand?** Give each child a handful of connecting cubes, some red and some blue. Invite children to arrange the groups separately, then find a way to show them together, such as connecting them.

**Reteaching** Model an addition number sentence using groups of children.

Review the vocabulary words again with examples. Make sure to do the "Do you understand?" part of this lesson. Use different concrete manipulatives such as berries and leaves etc.

How many cubes are there in all?



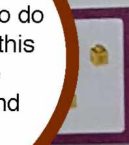
Make 2 groups of cubes. Each group is a **part**.



The 2 parts together make the **whole**.

Practice

Write an addition number sentence for the picture.



$$2 + 4 = 6$$

2.



$$3 + 1 = 4$$

3.



$$5 + 5 = 10$$

4.



$$6 + 5 = 11$$

**Do you understand?** You have some red cubes and some blue cubes. How can you show how many cubes there are in all? Sample: I can separate them into parts and then add to find the sum.

4 four





Add the parts to find the **sum**.



12 is the sum!

Have a volunteer read the sentence at the top. *What are the parts?* [4 and 8] *4 and 8 is how many in all?* [12] *What is the sum?* [12] *How many cubes do you have altogether?* [12]

You can write an **addition sentence** to show the parts and the whole.

Use the plus sign to add the parts.

*What do the numbers stand for?* [4 red cubes, 8 yellow cubes, and 12 cubes in all]

**Prevent Misconceptions**

Make certain that children do not confuse the plus and equal signs. Review these symbols with children.

As said on the previous page keep the same numbers but change the pictures to be more place-based.

Change the story problems to use the names of students in your classroom. The math problems should relate to real ones that students might encounter.

Add the parts to find the **sum**.



12 is the sum!

You can write an **addition sentence** to show the parts and the whole.

Use the plus sign to add the parts.

$$4 + 8 = 12$$

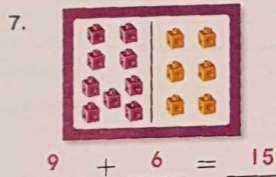
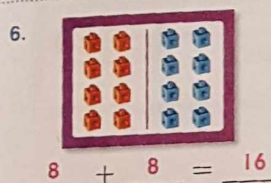
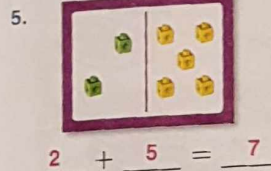
4 plus 8 equals 12.

**Word Bank**

part      sum  
whole    plus (+)  
add      equals (=)  
addition sentence

**Independent Practice**

Write an addition sentence for the picture.



**Algebra** Fill in the missing part. Then complete the addition sentence.

8.  $6 + 6 = 12$

five 5

**Problem Solving**

Read the problem. Then write the addition sentence.

9. Pete has 5 red apples and 5 green apples. He also has 3 bananas. How many apples does Pete have in all?

$$5 + 5 = 10$$

10 apples

10. Sally has 8 pink flowers. She also has 5 blue flowers. Which picture shows how many flowers Sally has?



11. **Journal** Draw some green shapes. Write an addition sentence to show how many you drew in all.

Answers will vary.

**Problem Solving**

Exercise 9

- © **Attend to Precision** Remind children that the term *in all* often means that they will need to find a sum. *If I want to find how many apples I have in all, what operation do I use?* [Addition]

Exercise 10

- © **Make Sense of Problems** Help children think about how they will find the answer. *How many pink flowers should be in the picture?* [8] *How many blue flowers should be in the picture?* [5]

**3 Independent Practice**

Children may have difficulty remembering that the two parts together make the sum. Have them circle each part in one color crayon and the whole they make in a second color.



## 4 Close/Assess and Differentiate



A closing assessment is great to see if students understood the lesson. The quick check quiz should be changed to be more place-based. Insert different pictures that you have taken in the community or that you have found online. Include animals, plants, trees, insects, that are found in your community. You can find this out by asking your students and taking walks in your area.

Use the same numbers as given in the assessment. Only alter the pictures.

When you rewrite assessments it may be a good idea to keep a few multiple choice questions as they will need to know this for format for statewide mandated assessments.

**Quick Check**

Name \_\_\_\_\_

Which addition sentence goes with the picture?

1. ☐ ☐ ☐ ☐ ☐ ☐

(A)  $2 + 3 = 5$   
(B)  $3 + 4 = 7$   
(C)  $5 + 3 = 8$   
(D)  $6 + 4 = 10$

2. ☐ ☐ ☐ ☐ ☐ ☐

(A)  $4 + 4 = 8$   
(B)  $6 + 1 = 7$   
(C)  $2 + 4 = 6$   
(D)  $1 + 3 = 4$

3. ☐ ☐ ☐ ☐ ☐ ☐

(A)  $2 + 1 = 3$   
(B)  $3 + 3 = 6$   
(C)  $5 + 3 = 8$   
(D)  $6 + 5 = 11$

4. ☐ ☐ ☐ ☐ ☐ ☐

(A)  $6 + 8 = 14$   
(B)  $9 + 4 = 13$   
(C)  $5 + 7 = 12$   
(D)  $6 + 5 = 11$

5. Draw a picture to solve.  
Write the addition sentence.  
Anna has 6 books about cats.  
She also has 2 books about dogs.  
How many books does she have in all?  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ books

**See student samples at the right.**



Use the **Quick Check** to assess children's understanding.

**2-point answer** A set of 6 books and a set of 2 books are drawn. The sum in the addition sentence is incorrect.

**1-point answer** Two sets of books are drawn, but the number of books in each set is incorrect. The addition sentence has not been completed.

Anna has 6 books about cats.  
She also has 2 books about dogs.  
How many books does she have in all?

$6 + 2 = 8$  books

Anna has 6 books about cats.  
She also has 2 books about dogs.  
How many books does she have in all?

$6 + 2 = 9$  books

Anna has 6 books about cats.  
She also has 2 books about dogs.  
How many books does she have in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ books

### Prescription for Differentiated Instruction

Use children's work on the **Quick Check** to prescribe differentiated instruction.

Points	Prescription
0-4	Intervention
5-6	On-Level
7	Advanced



# Lesson 1-2

## Common Core

### Domain

Operations and Algebraic Thinking

### Cluster

Represent and solve problems involving addition and subtraction.

### Standard

**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

### Mathematical Practices

- ☒ Make sense of problems and persevere in solving them.
- ☐ Reason abstractly and quantitatively.
- ☒ Construct viable arguments and critique the reasons of others.
- ☒ Model with mathematics.
- ☒ Use appropriate tools strategically.
- ☐ Attend to precision.
- ☐ Look for and make use of structure.
- ☐ Look for and express regularity in repeated reasoning.

# Stories About Joining

## Quick and Easy

### Lesson Overview

Objective	Essential Understanding	Vocabulary	Materials
Children will model joining stories and write an addition number sentence.	Joining parts to make a whole is one interpretation of addition. Addition number sentences can be used to show joining parts of a whole.	join	Connecting cubes (or Teaching Tool 1)



### Math Background

**Research says ...** Children can solve problems involving joining situations using counting strategies (Carpenter & Moser, 1984). Having children work with joining

Review the vocabulary and give many examples.

this lesson helps understanding of the concept

## 1 Daily Common Core Review


### Daily Common Core Review

Name \_\_\_\_\_

1.  $3 + 5 = \underline{\quad}$


(A) 10  
(B) 9  
(C) 8  
(D) 7

2. Name the shape.



(A) circle  
(B) rectangle  
(C) square  
(D) triangle

3. Which addition sentence tells about the cubes?



(A)  $2 + 2 = 4$   
(B)  $4 + 2 = 6$   
(C)  $4 + 3 = 7$   
(D)  $4 + 4 = 8$

4. Draw a picture to find the sum. Then write an addition sentence.  
Ben has 5 rocks. He finds 1 more.  
How many rocks does Ben have in all?

5 + 1 = 6      6 rocks

**Check children's drawings.**

### Content Reviewed

Exercise 1 Solve Addition Facts to 18


Exercise 2 Identify a Plane Shape

Exercise 3 Addition Sentence Problem

Keep the same numbers and type of questions. Adjust the pictures in number 3 to be something students see in the community.

Also available in print



 10–15 min

# Problem-Based Interactive Learning

**Hands-On**  
**Minds-On**

**Overview** In this activity, children listen to joining stories. They represent the stories with connecting cubes and write corresponding addition number sentences.

**Focus** How can you represent a joining story with an addition number sentence?

**Materials** Connecting cubes (or Teaching Tool 1) (9 red and 9 blue per pair)

**Vocabulary** **join**

**Engage**

**Set the Purpose** *You have learned how to write addition number sentences about parts of numbers. Today, you will learn to write addition number sentences for stories about joining.*

**Connect** Have children place 4 fingers of one hand on a table. Then ask them to place 2 fingers from their other hand on the table. *How many fingers do you have on the table?* [6]

"The set the purpose" statement" is again to wordy. Change the wording so that all of your students can understand it. "The connect statement" is great because it uses hands on learning. Keep this part of the lesson the same.

**Pose the Problem** Explain that you are going to tell a story that has a problem for children to solve. *Ann is in her garden. She sees 6 red birds. Then 2 blue birds fly into the garden. How many birds are there in all?* Provide children with connecting cubes. Provide time for them to work with the connecting cubes and the workmat on p. 7. Invite volunteers to share their work.

**Whole-Class Discussion** *How can you show the two groups of birds on the mat?* [Red birds on one side, blue birds on the other] *How can you show the red birds?* [6 red cubes on one side.] *How can you show the blue birds?* [2 blue cubes on the other side] *Where can you show the whole?* [8 in the box above the two parts] Guide children to write the story as the addition number sentence  $6 + 2 = 8$  in Item 1. Pose a similar problem with 3 red birds and 4 blue birds.

**Academic Vocabulary** *When you put things together, you **join** them.*

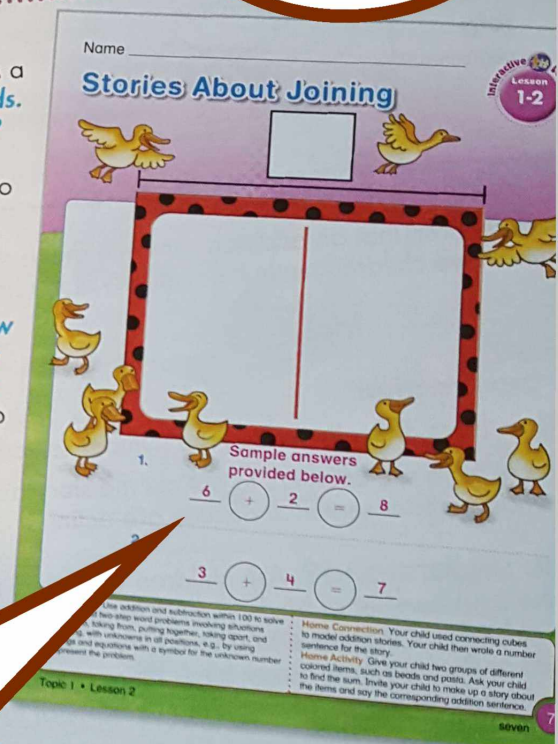
Keep the same math mat to help students be able to solve the problem with manipulatives. Alter the story problems to use names, places, and animals in the area. Otherwise keep the numbers the same. Look in your local library for books about the local area. Many of the museums in Alaska have online resources you can use as well.

**Extend**

*Imagine there were 5 red birds joined them. Now there are 10 birds. How many more birds did you join them?* [2]

Name \_\_\_\_\_

## Stories About Joining



1. Sample answers provided below.

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

2.

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

Home Connection: Your child used connecting cubes to model addition stories. Your child then wrote a number sentence for the story.

Home Activity: Give your child two groups of different colored items, such as beads and pasta. Ask your child to find the sum. Write your child to make up a story about the items and say the corresponding addition sentence.

Topic 1 • Lesson 2